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ABSTRACT

Described in this document are a number of magnet school programs developed and operating in Massachusetts as part of a voluntary school desegregation plan. A historical perspective of magnet school development is provided along with definitions and guidelines of both magnet schools and magnet education programs. These definitions and guidelines are reflected in the summarized goals of three of the largest educational collaboratives (EdCo's Metropolitan Education Center, the Cultural Education Collaborative, and the Metropolitan Planning Project), which are described as having developed many of the magnet education programs in the Greater Boston Area. Another program concerned with better educational opportunities, METCO, is analyzed and broken down into participating communities and respective enrollment figures over a ten year period. Samples of specific magnet schools and educational programs at the elementary and secondary levels illustrate the benefits that students are receiving from these voluntary programs and the permanent improvements that school systems themselves are undergoing. The intentions behind magnet schools and magnet education programs are summarized. A list of magnet schools and magnet programs funded during 1976-77 completes the document. (EB)

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Schools and Programs of Choice

Voluntary Desegregation in Massachusetts

APRIL 1977

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It is unfortunate that this publication could not be twenty times larger, so that we could have described all of the magnet/METCO schools and programs throughout the Commonwealth. As it is, this book includes a sampling which gives a general image of the voluntary desegregation movement in education. Our sampling does not necessarily reflect the best schools and programs; it is a cross-section of typical schools and programs chosen to show a variety of educational themes.

I wish to personally dedicate this publication to the children of the Commonwealth. May the educational innovations that are shown here make their world a happier place in which to grow.

Gerald E. Missal, *Editor*

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PREFACE

Schools and Programs of Choice is a snapshot album, not a portrait, of an effort of voluntary desegregation which has been developing with great rapidity over the past thirty months — though its roots are in the mid-1960's. Each of the programs described here has changed in significant ways even since the account of it was written, because magnet schools and magnet programs are essentially dynamic. Each faces an uncertain future, because only the availability of state funding seems to stand between it and extinction.

It may be that one or more of the programs described will be of special interest to the reader. If so, we will be glad to facilitate communication or visits, and to provide up-to-date information on program status. You may call us at (617) 727-5880.

With the adoption of the Education Amendments of 1976, with special provision for magnet schools, there may well be increased interest in the development of magnet schools and programs outside of Massachusetts. We hope we can be helpful to such efforts. We are also interested in knowing about magnet schools and programs which have been going on as long as or longer than our own.

I want to express special appreciation to the Board and Commissioner of Education for its unwavering support of desegregation, and to the program staff who provided most of the information for this publication — and to whom belongs the credit for the many successes reported here.

Charles Glenn, *Director*
Bureau of Equal Educational Opportunity

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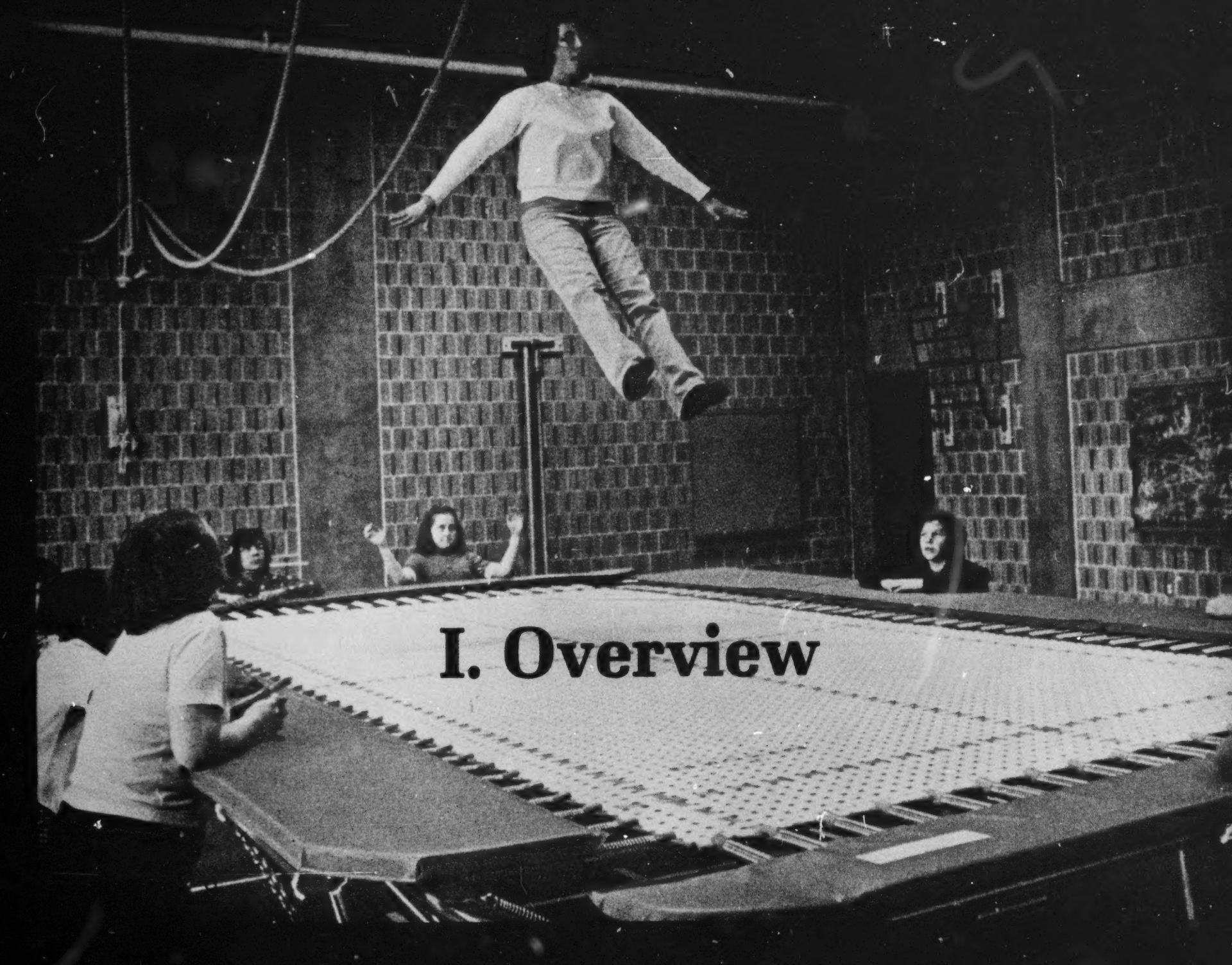


I. Overview

Desegregation by Choice

Court-ordered desegregation in Boston has been in the national news for years. Voluntary desegregation, though it has attracted less attention, has gone forward with striking success and with the support of thousands of students, parents, and educators.

How it began 1962-1971

The national civil rights movement found a strong echo in Boston and Springfield, with a special focus on schools, in the early 1960's. Hundreds of parents and students, under various organizational banners, began to press the school systems to improve the quality of education offered to black children, and to address "de facto segregration."

Frustrated in their demands, many began to seek ways to place their children in schools which seemed to offer better opportunities. In Boston, Operation Exodus raised funds from churches and other sources to transport students to schools in predominantly white neighbohoods, under a voluntary transfer policy. At its peak over a thousand children a year were transfered within Boston.

The Metropolitan Council for Educational Opportunity (METCO, Inc.) organized to place black students from Boston in suburban schoools. In New Bedford, the Pupil Transfer Program transfered black student volunteers to schools in predominantly white neighborhoods, while white students were attracted voluntarily to a "magnet school" in a neighborhood with a heavily Cape Verdean population.

State Support 1965-1971

Closely associated with these basically parent-initiated efforts, the Legislature and the Massachusetts Board of Education began to provide incentives and pressure upon school systems to cooperate. The Racial Imbalance Law, passed in 1965 and amended repeatedly to add incentives, required that school systems take measures to eliminate racial isolation. Not unnaturally, several systems attempted to take credit for the efforts already under way, and to argue that further voluntary programs would make redistricting and other measures unnecessary.

The Board of Education was unwilling to accept the voluntary programs as sufficient, but did provide 100% reimbursement for the transportation programs, and 65% reimbursement for the cost of building a "magnet school" in Boston, the Trotter. Also, authorized by the Legislature and Board was a state take-over of the costs of the METCO program, which was thereby allowed to grow in numbers and in support services.

The Period of Enforcement 1971-1974

By the Spring of 1971 voluntary programs were flourishing in Boston, New Bedford, and Springfield, but these districts had taken no administrative measures — such as redistricting or changing assignment patterns — which would promote integration. METCO, voluntary transfers in all three districts, and the two "magnet schools" were the extent of desegregation achieved. The annual racial census showed, in fact, that more minority students were attending predominantly minority schools than had in 1965.

In addition, a careful analysis of voluntary transfers in Boston showed that their net result was an increase in segregation. More white students transferred out of racially changing schools than did black students out of racially isolated schools.

This is not the place to give an account of the legal battles which led to adoption of a redistricting plan in New Bedford, and state court-ordered plans in Boston and Springfield. This was a period in which little further elaboration was given to voluntary desegregation efforts. Several additional magnet schools — with state construction incentives — opened in Boston, but there was a decline in Operation Exodus. The METCO program grew, but along lines already laid out. State and local energies were heavily committed to the struggle over desegregation by official action.

The Second Blossoming of Voluntary Programs 1974-1976

With implementation of court-ordered desegration in Boston and Sringfield, and the passage of amendments to the Racial Imbalance Law which greatly extended the incentives available, voluntary programs took a new lease on life. No longer were they perceived as a way to compensate for the lack of official action, or as a way to excuse lack of such action. Instead, voluntary programs became a way to go beyond what the courts had ordered.

Individual transfers, at the initiative of parents or students, have continued to take place, but are seen as a way of making minor adjustments, under close control, to the court-ordered assignments.

Of the three major forms of voluntary desegregation programs at present, two, magnet schools and METCO, began prior to 1971. The third, part-time magnet programs, were suggested in a 1969 Partnership School Plan developed by Boston Model Cities. At that time, the state ruled that part-time programs were not an acceptable alternative to full-time desegregation. The idea of pairing schools through the use of third site cultural institutions was put on the shelf for five years, to emerge as the present network of magnet programs tying together city and suburbs.

Charles L. Glenn
Bureau Director, EEO

Historical Perspective

Magnet Schools to 1974

September 1969 saw the opening of the first two magnet schools in Massachusetts — under rather dissimilar circumstances.

The Greene School in New Bedford is an old and small elementary school in a predominantly Cape Verdean neighborhood. Prior to 1969 the New Bedford School Department, under state pressure to comply with the Racial Imbalance Law, began to transport minority students on a voluntary basis to schools elsewhere in the city. In 1969 the Greene School, which had excess capacity, began to attract white students, as a magnet school.

Three factors which contributed to this were to become common themes of all subsequant magnet school development.

- A significant number of minority parents and of white parents wanted an integrated education for their children, and were willing to work and to bring pressure to bear to bring this about. It appears that unique curriculum elements — which are generally considered the essence of a magnet school — were less important to these parents than was the idea that they would have a major involvement in making the school - and integration - work.
- The school department cooperated, in part under pressure from parents, but in larger part as a more palatable alternative to the redistricting and reassignment for which the state was pressing.
- The Greene School, like the Trotter School in Boston, quite deliberately brought white students into a largely minority neighborhood counterbalancing an established voluntary movement of minority students out of those neighborhoods. The rationale was stated by Massachusetts Commissioner Neil Sullivan in 1969: "the only equitable way of achieving truly integrated schools and viable educational programs is through the participation of the entire community and not just through the movement of black children."

The Trotter School was the first large new school in Boston's history to be built in a largely black neighborhood. It was approved and built as part of a desegregation plan approved by the state, and received twenty-five percent addional state construction reimbursement for that reason. The rationale was that black students from the vicinity would fill half the places, with the other half saved for white students who would be recruited city-wide. Students, faculty and program of the old but innovative Boardman School nearby would form the core of the new school.

While many black and white parents were eager to support this effort, other black parents and community leaders demanded that all of the seats be made available for black students from the vicinity. The Boston School Department compounded the tension by admitting more black students than could in fact be accommodated. The resulting controversy around the opening of school, including tumultuous scenes faithfully reported in the media, placed a strain on the commitment of white parents whose children were being bused into what seemed a hostile environment. Hard work by parents and staff, and unwavering insistence by the state that the commitment to integration be kept, resulted in increasing reputation for the Trotter as a model of successful integration, with a long waiting list of white children. Within a few years of its opening the entertainment of visiting delegations became one of the major responsibilities of the Trotter's administrator.

The Trotter and the Greene have been successful primarily, it seems, because of the significant number of parents in each city who have wanted their children in integrated classrooms. Parental involvement in both schools has been extraordinarily high, and has resulted in frequent controversy in which the state has become embroiled on the side of the parents.

In subsequent years a middle school and high school in Boston were designated as part of a Model Demonstration Subsystem with Trotter and, like it, provided with special Title I funding. Copley Square High occupies leased space in a downtown office building, and makes successful use of a variety of community resources to attract a racially balanced student body with high commitment to the school. The middle school, housed in various locations, has found integration more difficult. It is only within the last year that successful magnet middle schools have begun to emerge.

In 1971 an old building in Boston's South End, an innovative magnet school, the Bancroft, was developed by the efforts of local parents. The South End is a racially diverse area, and the Bancroft did not have to recruit city-wide. A year later two new schools opened as magnet schools. The Ohrenberger School in West Roxbury attracted minority students, while the Haley School in Roslindale, a converted bowling alley, attracted both black and white students to a racially neutral site.

Magnet Schools Since 1974

Major redistricting plans were implemented in Boston and Springfield in September 1974, under court orders. Both plans had been developed under state auspices, and made no special provision for magnet schools. During the course of that year, however, three factors combined to give a new impetus to magnet schools.

- The legislature enacted Chapter 636, which provided financial incentives for magnet schools, and appropriated $1,961,000 for magnet schools and programs. This was raised to $3 million the following year.
- Federal Judge Arthur Garrity ordered Phase II of the court ordered desegregation plan to go into effect in Boston in September 1975, with magnet schools as an important element.
- The Springfield school sytem and EEO worked out a plan to supplement and complete the desegregation already carried out by redistricting, by designating three facilities in predominantly Hispanic neighborhoods as magnet schools for white, non-Hispanic students. The response was so positive that two additional schools in predominantly white neighborhoods were chosen as magnets for minority students.

As a result of these and related developments, there are thirty magnet schools operating in four communities as of September 1976. Eighteen magnet schools in Boston serve more than eleven thousand students (half minority), not counting three examination schools which serve four thousand, nine hundred more.

In Springfield, five magnet elementary schools serve over two thousand, seven hundred students, and a small pilot alternative junior high school is getting under way. The Greene School continues to operate as a magnet school in New Bedford, and two magnet elementary schools in Cambridge serve over seven hundred students.

Altogether, more than fifteen thousand students in Massachusetts are attending magnet schools which draw together minority and majority students from schools in which otherwise they would be racially isolated.

Charles L. Glenn
Bureau Director, EEO

Definition and Guidelines

1. Definition

A magnet school is a public school which is racially balanced (30%-50% non-white) because its innovative programs and activities attract on a voluntary basis white students, non-white students, or both.

It is of the essence of a magnet school that these students would otherwise attend a public school in which their own race was in the great majority. Attending the magnet school should represent a significantly more integrated education than they would enjoy without the magnet school.

For the student, the magnet school should represent enhanced educational opportunities through the exercise of choice; for the school district, and carefully-planned effort to reduce the isolation of white and non-white students from one another.

Through the encouragement of the Massachusetts Department of Education, magnet schools have been developed in four cities — Boston, Springfield, Cambridge and New Bedford

2. Eligibility

a. School systems which operate full-time racially balanced magnet schools are eligible to apply for funds for magnet school operation.

Such magnet schools must operate under specific written admission policies (unless superseded by court order) which assure that racial balance will be maintained and that the admission of students will not adversely affect the integration of the sending schools.

Funding is available under this program only for costs over and above the average per pupil instructional cost in other schools at the same level operated by the school system making application.

b. School systems which operate racially imbalanced (over 50% non-white) schools, or which have eliminated such schools under a plan of which magnet schools are a part, or which operate schools in which black and Hispanic students, taken together, are in the majority, are eligible to apply for funds for magnet school development and operation.

3. Magnet School Guidelines

a. Students attending magnet school facilities should attend on a full-time basis. Such attendance shall imply no waiver of the requirements of applicable state education statutes.

b. In the event that the number of places available at a magnet school facility is exceeded by the number of pupils who have applied to attend such school, priority shall be given to those non-white pupils who otherwise would attend a racially imbalanced school and for those white pupils who otherwise would attend a racially isolated school.

c. Proposals for magnet school development shall be in full accord with relevant state or federal court orders pertaining to magnet school development and operation.

Magnet Schools in

Springfield

Forest Park Junior High School
Alternative Junior High School
Indian Orchard Elementary School
New North Elementary School
Lincoln Elementary School
Brightwood Elementary School

Cambridge

Martin Luther King Elementary School
Cambridge Alternative Public School

New Bedford

T. A. Greene Elementary School
Sgt. William H. Carney Academy

Boston's Magnet School District

Of Boston's 154 schools, 21 have been organized into a citywide magnet district. New programs at 18 of these magnet schools attract 11,000 students from all parts of the city, while another 4,900 students attend the 3 examination schools, Boston Latin, Boston Latin Academy, and Boston Technical, which have always been citywide schools.

Elementary Schools	Magnet Theme	Description	Pairing College/University
James M. Curly	Open Space; Multi-cultural emphasis	Ungraded Team-teaching Special Art Program Title I	Wheelock College
Curtis Guild	Language arts	Inter-grade levels based on reading ability Language arts skills stressed in the other disciplines Title I	
Dr. William H. Ohrenberger	Multi-cultural open space	Team-teaching Combination of open and traditional teaching methods Title I	Emmanuel College
Donald McKay	Applied science	Science supplemented by use of city resources such as museums, zoo and cultural institutions Title I	
Jackson-Mann	Muti-cultural student with impaired hearing	Fiexible grouping; Hispanic bilingual advanced work class Interaction with children with a variety of special needs in the mainstream of education Title I	Boston University

James W. Hennigan	Multi-cultural focus	Team-teaching individualized programs Multi-cultural emphasis Title I	Lesley College New England Home for Little Wanderers
Dennis C. Haley	Individualized instruction in science	Partially ungraded Traditional features Science curriculum emphasis Supplementary use of Franklin Park Zoo Title I	
Rafael Hernandez	Bilingual/multi-cultural	Bilingual/multi-cultural program Spanish for English speaking students Title I	
William Monroe Trotter	Open education Experimental elementary	Multi-graded Attempt to gear program toward needs and provide supportive services to meet these needs Bilingual programs Title I	Suffolk University

Middle School	Magnet Theme	Description	College/University
Charles E. Mackey	Humanities	Core curriculum Bilingual program Title I	Mass.College of Pharmacy
Martin Luther King, Jr.	Language Arts Mathematics	Special emphasis in reading Computer programming Minicourses	Antioch Institute for Open Education
Horace Mann	Multi-cultural	Portuguese bilingual program Innovative materials and techniques reinforce multi-cultural aspects of the program Title I	Suffolk University

High School	Magnet Theme	Description	Pairing	
			College/University	Business
Boston High	Special needs Occupational Education	Work-study program consists of one-half day of school and one-half day of salaried work Title I		Prudential Insurance
Boston Latin (Grades 7-12)	Classical/College preparatory	Tutoring service Emphasis on classical curriculum stressing languages Admission requirement of a written examination	Wellesley College	Federal Reserve Bank
Boston Latin Academy (Grades 7-12)	Classical/College preparatory	Tutoring service Foreign exchange program Emphasis on classical curriculum stressing languages Admission requirement of a written examination	Regis College	I.B.M.
Boston Trade	Vocational employability skills	Vocational program College course Business courses	Suffolk University	
East Boston Technical*	Engineering and aviation technology	Aviation technology Computer science Environmental science Electronics Instrumentation Medical technology	M.I.T./ Wentworth Institute	Massport

*Students admitted to grades 7, 8, 9 and 10 for the 1976-1977 year only.

High School	Magnet Themes	Description	Pairing	
			College/University	Business
Boston Technical	Science Technology	Science Industrial arts College preparatory program Admission requirement of a written examination	Tufts University	Ledgemont Laboratories Boston Edison
Temporary Madison Park	Performing arts Division of Music Career education	Clustered organization Bilingual program Individualized instruction in reading Educational resources Multi-cultural	Northeastern University	
English High	Method of developing effective learning M.O.D.E.L.)	Traditional education Alternative programs Individualized learning Flexible Campus Visual arts Performing arts Bilingual program	Mass. College of Art Brandeis University U. Mass.-Amherst	John Hancock Insurance
Copley Square	Model alternative	Extern program with curriculum related to out-of-school experience based on specific class room activities Bilingual program Communication arts program: theatre, speech, mass communication	Suffolk University Emerson College	National Shawmut Bank

Massachusetts Research Center Report

An independent study, conducted by the Massachusetts Research Center, found that for the 1975-76 school year, magnet schools did a better job attracting and holding students than district schools.

The Federal Court's desegregation orders included redistricting the school system. The resulting set of districts include eight community districts and one citywide magnet district which contains special schools throughout the city.

The districts can be considered as three cases:

I. Citywide magnet schools (district 9)

II. Unaffected by busing and redistricted assignments (district 8)

III. Nonmagnet districts affected by busing and redistricting (districts 1-7)

How do the average enrollments of individual schools differ between the magnet district, district 8 and the rest of the districts, taken as one group?

The percentage of those students who actually enroll in each school out of those projected to enroll can be averaged for an entire district. Based on the means of these three groups, we discovered that the magnet school district significantly surpassed the other districts in total and white enrollments. The average black enrollment in district 9 schools surpasses black enrollment in other schools as well, but the differences are not significant because the entire black enrollment is very high. Even those schools unaffected by busing and geocode assignments, schools in East Boston's District 8, had lower average enrollment scores than those in the magnet district.

When weighted to account for different sized schools, the resulting mean enrollments by race and by magnet district, East Boston, and the rest of the districts are as follows:

Mean Percentages of Enrollment by District and Race

	Black	White	Total
October			
Magnet, 9	97.50	88.76	92.76
E. Boston, 8	92.11	87.32	87.49
Districts 1-7	92.65	69.47	82.29
Significance less than	.0811	.0001	.0001
March			
Magnet, 9	101.23	91.51	96.31
E. Boston, 8	87.82	87.49	87.84
Districts 1-7	95.66	71.33	84.88
Significance less than	.1083	.0001	.0002

The magnet schools not only successfully attracted enrollments from all groups, but held and increased them during the year better than both District 8 (East Boston) and the rest of the districts.

The same conclusion results when the means are considered by school levels within each district with a single exception: the mean high school enrollment for whites in District 8 is slightly higher than in District 9, a lead which is further narrowed by March. Both District 8 and 9 high schools have dramatically higher mean white enrollments than the mean for districts 1-7 considered together.

Mean Enrollments for Whites in High Schools by District

	October	March
District 9	85.72	89.79
District 8	90.70	90.93
Districts 1-7	68.10	71.32
Significance less than	.0001	.0001

Another way of describing the strong enrollment patterns at magnets is based on examining the number of schools in each district whose actual enrollment falls above a given level. Using cross-tabulations, which employ the enrollment percentages weighted by size of the schools, we found the results charted below.

Total, Black and White Enrollments by Magnet and Nonmagnet Districts (Percent of schools with more than 90 percent projected enrollment actually enrolled)

	October	March
District 9, citywide magnets	77.9	78.6
District 8, East Boston	65.1	52.8
Districts 1-7	32.2	40.1
Significance less than	.0050	.0289
Black		
District 9, citywide magnets	83.3	87.0
District 8, East Boston	29.7	30.5
Districts 1-7	68.4	68.8
Significance less than	.0044	.0001

White		
District 9, citywide magnets	61.2	54.1
District 8, East Boston	68.6	49.2
Districts 1-7	8.9	11.4
Significance less than	.0001	.0001

A qualitative study is necessary to address the elements of those schools which might attract students by offering rich learning experiences and opportunities to develop special talents and skills. However, from a quantitative study it is informative to note the relationship between magnet schools and the other quality education factors studied in th. report. While it is true that a high proportion of magnets are high schools, magnet schools on the average have higher expenditures on regular teachers, special instruction and instructional supplies. Magnet schools are also in new buildings on the whole, compared with the rest of the schools; 27 percent of all schools less than 29 years old are in District 9. The average age of all magnet schools does not appear to be much different from nonmagnets because District 9 includes many refurbished old schools like Copley High. The pupil/teacher ratio is significantly lower in magnet schools as well, and all magnet schools are paired with cultural, business, or academic resources while not all non-magnet schools benefit from these programs. At the same time, magnet schools do not significantly differ from other schools in the amount spent on transitional aides, and have actually more students bused on the average than do nonmagnets. Yet these potentially negative elements of the desegregation plan do not seem to affect the enrollments negatively at magnet schools. The chart below indicates the average per pupil expenditures by magnet and non-magnet districts.

Characteristics of Magnet and Non-magnet districts

Quality Education Indicators	Magnet (District 9)	Nonmagnet (Districts 1-8)
Average per-pupil expenditure on regular teachers in dollars	843.85	714.61
Average per-pupil expenditure on special instruction in dollars	221.11	184.42
Average per-pupil expenditures on instructional supplies in dollars	64.58	49.48
Average facility age in years	41.75	49.07
Average pupil/teacher ratio	15 to 1	20 to 1

Thus, the positive elements associated with quality education are indeed present in magnet schools, while characteristics thought to be deterrents to holding enrollments do not seem to affect the magnet schools' ability to attract and hold students.

Definition and Guidelines

The following Department of Education guidelines are used in the development of magnet education programs:

1. Definition

a. A magnet educational program is an educational collaboration among two or more schools which are significantly different in the racial/ethnic make-up of their student bodies. Other institutions and organizations may be parties to this collaboration, and the program may occur in the schools or at "third sites".

One of the purposes of such a program must be to bring together minority students (black, Hispanic, Asian-American, Native American) from schools in which they form a high proportion of the enrollment with non-minority students from schools in which there is a small proportion of minority students.

b. A magnet educational program should be planned and implemented with the full participation of the schools involved. This participation should include teachers, administrators, and parents, and secondary students. So far as possible the program should help to strengthen the instruction offered by the schools.

The program should seek to increase racial and ethnic awareness and understanding, and the ability of students to work together with other students who are racially or ethnically different.

c. The students participating in a magnet educational program should attend on a part-time basis, except in special circumstances, and should continue to maintain their standing in the sending school.

The enrollment of a magnet educational program must be between 30% and 50% minority (black, Hispanic, Asian-American, Native American).

2. Magnet Educational Program Operation Guidelines

a. Students attending magnet educational programs should attend on a part-time basis. In no case should the program provide less than the equivalent of ten school days per semester, except that this requirement may be waived by the Department in special circumstances. The magnet educational program, if it functions during regular school hours, shall be designed to insure that the student will receive full credit at the school in which she/he is enrolled on a full-time basis.

b. Those responsible for administering each magnet educational program must submit to the Board every two months all data which will substantiate the status of each program, including the ethnic identity, school, and school system of each child enrolled in the program and other project information, on forms to be provided by the Department of Education.

In the 1975-76 school year, magnet education programs directly served over 6000 students in the Boston urban-suburban area and 4000 students in Springfield, Cambridge, Fall River, New Bedford and Lawrence. Expansion of the programs in these cities is already being planned, with new programs also being developed in Worcester.

c. The schools involved may choose racially-mixed groups of students to participate, subject to provision 1.c. above, but in the event that the number of places available is exceeded by the number of pupils who have applied to participate, priority shall be given to minority students attending schools in which they are in the majority, and to non-minority students attending schools in which they are in the majority.

EdCo's Metropolitan Education Center (M.E.C.)

In the Greater Boston Area, many of the magnet education programs are developed through educational collaboratives, of which the three largest are:
EdCo's Metropolitan Education Center
The Cultural Education Collaborative
The Metropolitan Planning Project

The Metropolitan Education Center is part of the Education Collaborative for Greater Boston, Inc., an intermediate service agency involving Bedford, Boston, Boston Archdiocese, Brookline, Cambridge, Lexington, Lincoln-Sudbury Regional High School, Lincoln, Medford, Newton, Sudbury, Waltham, and Watertown.

EdCo is governed by the superintendents and the school committee representatives of each member district. EdCo's main office is located at 20 Kent Street, Brookline.

EdCo's urban-suburban programs, designed to achieve voluntary integration and development of educational delivery systems that extend secondary education beyond the classroom, are designed and implemented by the EdCo Metropolitan Education Center located at 7 Marshall Street, Boston. Programs serve fifteen-hundred urban-suburban students, anually. These are partial, i.e., less than a full semester, and semester-long programs. The latter are designated ,"LAB", Learning About Boston.

Metropolitan Education Center Goals

1. The development of urban educational resources that extend academic education beyond the walls of the classroom.
2. The realization of the goals of comprehensive education through the development of curriculum that ends the separation between public schools and other educational delivery systems.
3. The promotion of racial, generational, ethnic, and cultural integration through programs that bring people together in logical contexts and promote the values of cooperative learning and interdependent living.
4. The promotion of equality of educational opportunity through program development rather than simply through financial formulas.

The following number of students and schools were served in 1975-1976:

	Students	Boston Schools	Suburban School districts
Political Discovery	750	13	14
Learning About Boston	160	15	6
The Annex Program	60	1	
American Experience	60	1	1

For 1976-77, all of the above programs will again be operating. Also, the Nashoba Valley Project, a new program, is expected to serve one-hundred and eighty students from six Boston schools.

Cultural Education Collaborative (C.E.C.)

The goal of the C.E.C. is to link cultural resources to schools in the Commonwealth in order to enrich and broaden the educational experiences of school children in Massachusetts. Towards this end, the organization catalyzes joint cultural institution/school program planning, runs workshops, generates funding, provides public information, and engages in many other activities designed to strengthen the collaboration between educational and cultural institutions. Formerly the Education Project of the Metropolitan Cultural Alliance, the C.E.C. was incorporated as an independent, non-profit organization in December 1975. For the 1975-76 school year, the C.E.C. ran programs involving approximately four-hundred children in twenty Boston schools, plus some urban-suburban programs, with sixteen cultural organizations. The C.E.C. office is located at 229 Berkeley Street, Boston.

The 1975-'76 urban-suburban magnet programs are outlined in the following list:

Name	Cultural Institution(s)	Boston School(s)	Suburban Towns	Students Involved
Animals	New England Aquarium Boston Zoological Society	Holmes	Burlington	120
Books From My Head	Dorchester House	Marshall	Stoneham	40
Dance	Concert Dance Company	Marshall	Randolph	60 100 through performance
Arts and Animals	Dorchester House Arts Program Boston Zoological Society	Greenwood Holland	Stoneham	20
Moving Game	Museum of Transportation	Martin Luther King	Burlington	120
Wildlife Past and Present	Boston Zoological Society Museum of Comparative Zoology	King McKay Ohrenberger Guild	Wayland Walpole Needham	350

The following are cultural improvement programs, primarily with Boston magnet schools:

Name	Cultural Institution(s)	Boston School(s)	Students Involved
Theater Techniques	Theatre Workshop Boston	Guild	100
		Hurley	180+200 in performance
		Carter	100+100 in performance
		Haley Bancroft	200
Mime American Program	Pocket Mime Theater	Madison Park High	180 + 1800 in performance
Mime	Pocket Mime Theater	Bancroft	60

Sound and Story of Jazz (To start in September, 1976)	Jazz Coalition	King	35 in workshop + 400 in performance
Wildlife Education	Boston Zoological Society	Haley	300
Bilingual Wildlife Education	Boston Zoological Society	Hernandez	100
Improvisation	Proposition Theater	Trotter	175
Tribal Rhythms	Cooperative Artists Institute Children's Museum	Hennigan	150
Child Development	Children's Museum	Roxbury High	100 students working + 400 in performance
In Praise of Hands (2 Programs)	Neighborhood Arts Center	Mackey Blackstone	40 160
Five Part Theater Program	Stage One	Hernandez	40+200 through performance
Arts Team	Children's Museum	Blackstone	600
Animals in Human Culture	Museum of Comparative Zoology	Shaw Fuller	100
American Craftmanship	Museum of Fine Arts	Champlain	95

Metropolitan Planning Project (M.P.P.)

The Metropolitan Planning Project, whose office is located at 55 Chapel St., Newton, is a collaborative programmatic effort of seventeen applicant school districts supported by an additional thirty-nine approving school districts within the Boston standard metropolitan statistical area. The project depends upon the active participation of school administrators, teachers, parents, students, and community groups and presents them with the opportunity to focus on the problems, to generate ideas to solve these problems, and to turn these ideas into workable programs. During M.P.P.'s three years, countless number of people have contributed directly and indirectly to the development and implementation of M.P.P.'s three current programs, which served the following number of students and schools in 1975-76:

Metropathways — 353 high school students from 11 Boston high schools and 14 suburban school districts;

Metropairways — 201 elementary school students from 3 Boston elementary schools and 4 suburban school districts;

Metro Ethnic Heritage Resource Centers — 40 teachers from 14 Boston schools and 10 suburban school districts.

Elements of Successful Programs

In evaluating the 1974-75 magnet education programs, the Bureau found a general pattern of common elements among the successful programs.

Some preliminary hypotheses regarding the elements of the successful magnet educational program are as follows:

1. **Programs with specific operational definitions of "racial/ethnic awareness and understanding" tend to be more successful.** For example, programs attempting to improve 'understanding of the interrelationship of groups in a community," "understanding similarities and differences between groups," or "understanding causes of racial stereotyping," have a better chance of success than those which leave the objectives in general form.

2. **Programs which teach learning processes such as observing, measuring, constructing, and problem solving are more successful than those which teach specific facts or information.** Students generally are struck first by the interracial dimension of the program. Teaching in the traditional mode often confuses students and is resisted by them, while learning processes allow more opportunity for student interaction.

3. **Programs are more successful in raising racial and ethnic awareness if carefully planned activities highlighting interdependence, cooperation, group accomplishment, and shared decision-making are used.** In other words, it appears that psychological integration happens best in a wisely-structured environment, not in any random or unpredictable one.

4. **Programs are more successful if activities are planned to accommodate and interest students of differing abilities.** A major problem area was reported to be exclusion of certain students from particular activities because of different knowledge or aptitudes, which often undermined efforts to build interpersonal and interracial communication.

5. **Programs located at a reputable cultural, recreational, or educational institution tend to be more attractive to students and parents and more successful at holding student interest.** The human and material resources provided by these communities can seldom be duplicated in the public schools, and although their participation forces program costs up, we wonder to what extent viable "magnetism" can be sustained in part time programs without the support of non-school institutions. Our best estimate now is that in the model magnet program, there should evolve on schools and agencies a fairly equal burden for program management.

6. **Programs tend to be more successful if they take place mostly at a third site.** Student apprehensions and group exclusivities are minimized in a neutral setting where everyone is, in effect, a newcomer. It also appears that students should visit the other participating school at least once, and that this should be carefully built into the overall program. Another advantage to third-site locations is the "neutralizing" effect on parents and administrators who may fear student disharmony, or "racial conflict," or who are concerned with the spectre of "forced busing".

7. **A program lasting six equivalent school days tends to have a larger impact on elementary and middle school students, while high school students appear to require a longer program.** This finding led the Board of Education to increase the minimum program length from six to ten days for future programs.
   Evaluation is now taking place to determine whether ten days is sufficient or meaningful high school level programs.

8. **Formative (on-going) evaluation measures which allow projects to assess objectives and accomplishments in progress are more important than summative (final) evaluation documents.** Programs simply have to be flexible and each of the groups involved, including students, has to be given a formalized role in identifying interpersonal dissentions, program weaknesses and alternative plans. Several programs reported that formative evaluation helped them head off potential misfortune.

Several other recommendations appear to have validity, but it is not certain that the evidence of the first year supports them sufficiently:

9. **Programs are more successful if regular school teachers are actively involved in the program's design and implementation.** The evidence did not always support this, however. In some cases, students had high praise for programs that did not involve their regular teachers. But this is so contrary to the import of the Massachusetts legislation — to improve the capability of public school systems to provide racially balanced educational experiences — that it is imperative that teachers be affirmatively included in magnet program operations. Teachers were used effectively in the following roles: observing student interactions, suggesting modifications of planned activities, providing personal support for younger students, planning follow-up activities, and handling discipline and transportation.
10. **Programs are more successful if the course content is coordinated with the regular school curriculum being taught before and after the magnet program.** Here, again, the evidence is inconclusive; some programs unrelated to the regular curriculum were rated highly. In some of these cases, however, students did not receive full credit for their participation in contravention of state requirements. As before, it is imperative that magnet programs be an accredited part of regular school, not something which happens in addition to regular school.

11. **Programs are more successful if parents are actively informed and involved in program development and implementation.** This is more a program standard than a variable; if parents are involved then, almost by definition, the program is more successful. Parents served in many capacities in fiscal year 1975 programs, including policy maker, chaperone, evaluator, planner, bus monitor, participant, and instructor. We were not able, however, to generate valid data which might help describe the most effective roles for parents.

12. **Student selection should be voluntary on a first-come, first-served basis.** Evidence here is very divided. In some programs, total voluntary selection caused serious scheduling problems with, for example, two or three students from ten different classrooms. In other cases, teachers "volunteered" their entire class, with parent permission. This allowed greater coordination between the magnet program and the regular school curriculum. This technique, however, resulted in students being included who had not volunteered and who were less interested and sometimes disruptive. The programs must, by statute, be voluntary, but we are not convinced of the correct interpretation of this requirement.

Charles McMillan
EEO Staff
Judith Boroschek
Evaluation Consultant

Minority Visibility

One of the most effective methods of integration evolved from the efforts of a group of Boston black parents and educators who strongly desired better educational opportunities for their children. Together these parents and educators formed the Metropolitan Council for Educational Opportunity, Incorporated, a private, nonprofit, voluntary organization. They used their primary goal, *better educational opportunities,* as the central focus of many astute, educational and political strategies beginning in 1963 and culminating in 1966 in what is now popularly known as the METCO Program.

Nineteen sixty-six saw the end of a preliminary phase of black parents' efforts in educational survival. It was also the beginning of what has now proven to be rich, integrated, educational opportunities for both black and other minority groups, and white children in suburbia who had never experienced classroom settings that had close semblance to racial balance. Voluntarily integrated education has been the keynote of both urban and suburban residents. Seven suburban towns pioneered the efforts of black parents and opened their educational systems to two hundred twenty urban black children. These children were transported daily from Boston to gain new insights and inroads into another educational and social experience.

Fiscal remuneration at that time was through the sources of Title III and private foundation funds. At that time the vital statistics of the black population of each of the seven pioneer towns, Arlington, Braintree, Brookline, Lexington, Newton and Wellesley, amounted to less than one percent (1%); in the case of Lincoln the proportion was slightly over one percent.

Today, ten years later, an interesting picture is revealed. The seven pioneers are still with the METCO program and in addition thirty-five other school districts have volunteered and demonstrated support of this unique integration and education program.

As indicated by the statistics in the chart, "METCO Communities and Their Involvement," participation more than doubled in the second year. The following year, 1968, brought four major steps in the development of the METCO program:

1. The Massachusetts legislature appropriated funds through the Racial Imbalance Act for Boston and Springfield METCO programs.
2. Fiscal remuneration was now absorbed by the state via the Department of Education, Bureau of Equal Educational Opportunity (EEO).
3. Another double in the number of participating towns that hosted Boston children brought volunteer towns up to twenty-eight.
4. Springfield began participation in a METCO program with the pioneer efforts of the Longmeadow and East Longmeadow school districts.

Integrated education engenders focus on several points such as (1) number of minority children in the classroom, (2) number of minority professionals, paraprofessionals and other role-

Starting with 220 Boston students enrolled in 7 suburban Boston school districts in 1966, the METCO Program has grown to over 3000 Boston and Springfield students attending 42 suburban school districts in 1976.

models in the suburban systems, and (3) curricula that include multi-cultural, multi-ethnic material and information in parallel vein and standard with other aspects of the curriculum.

Further statistics of the tenth year (1975-76) show that 3,056 METCO pupils were accommodated in two hundred school buildings in forty-two METCO-suburban school districts. Those said buildings house a total resident pupil population of 120,000 which is over ninety-eight percent white. As we look at the role-model statistics, a slightly different ratio presents itself. There are seven thousand teachers working in the two hundred school buildings. Of those seven thousand teachers there are only two hundred non-white. Of the minority teachers, half are employed in two of the forty-two METCO-suburban education systems.

The curricula in the systems all reflect changes that coincide with the pluralistic society. Many have made these changes throughout the system and hence form an integral part of the syllabi.

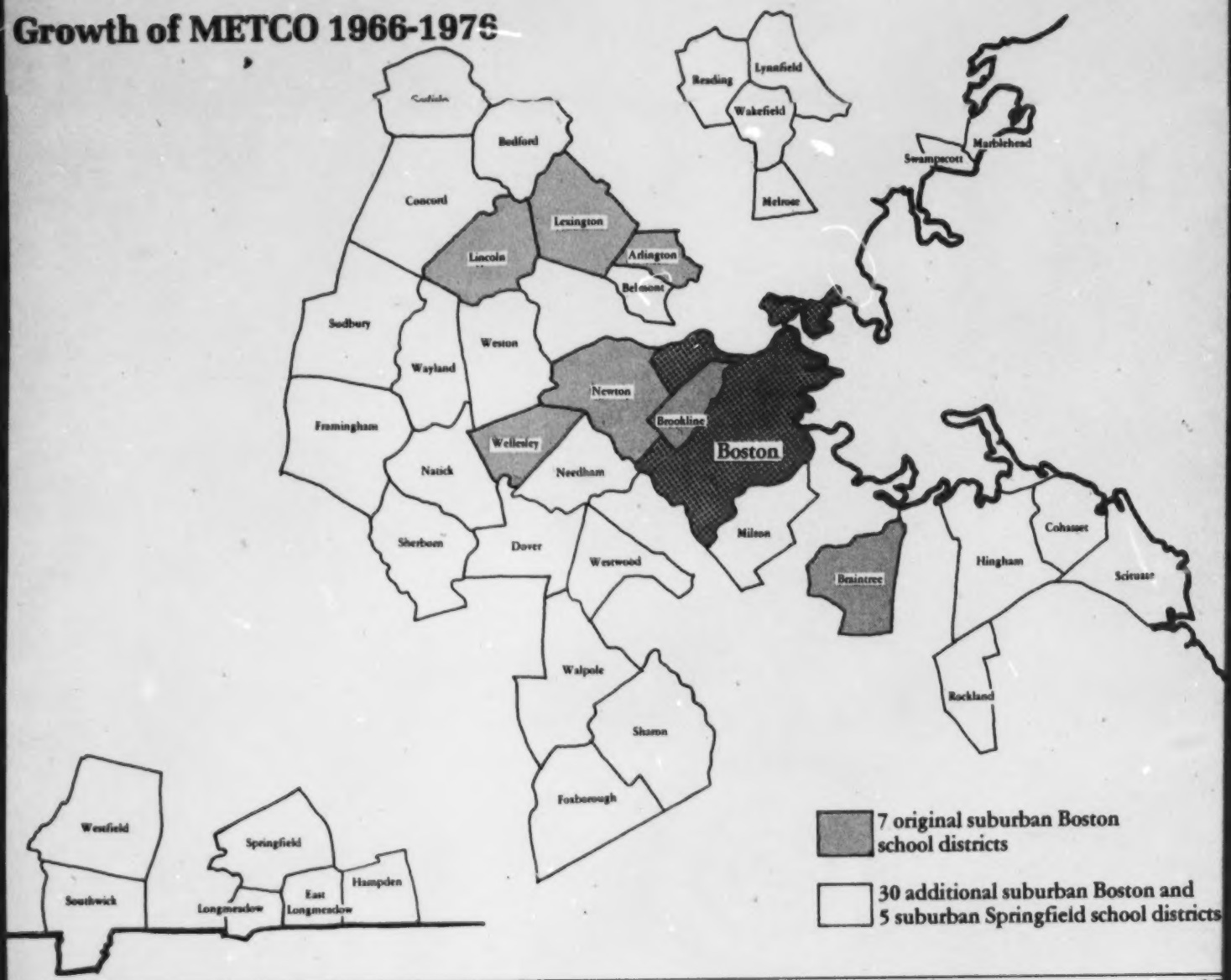
Several highlights have been made along the path of METCO. One that was created at its founding and still remains with it reflects the overall objectives which are to provide:

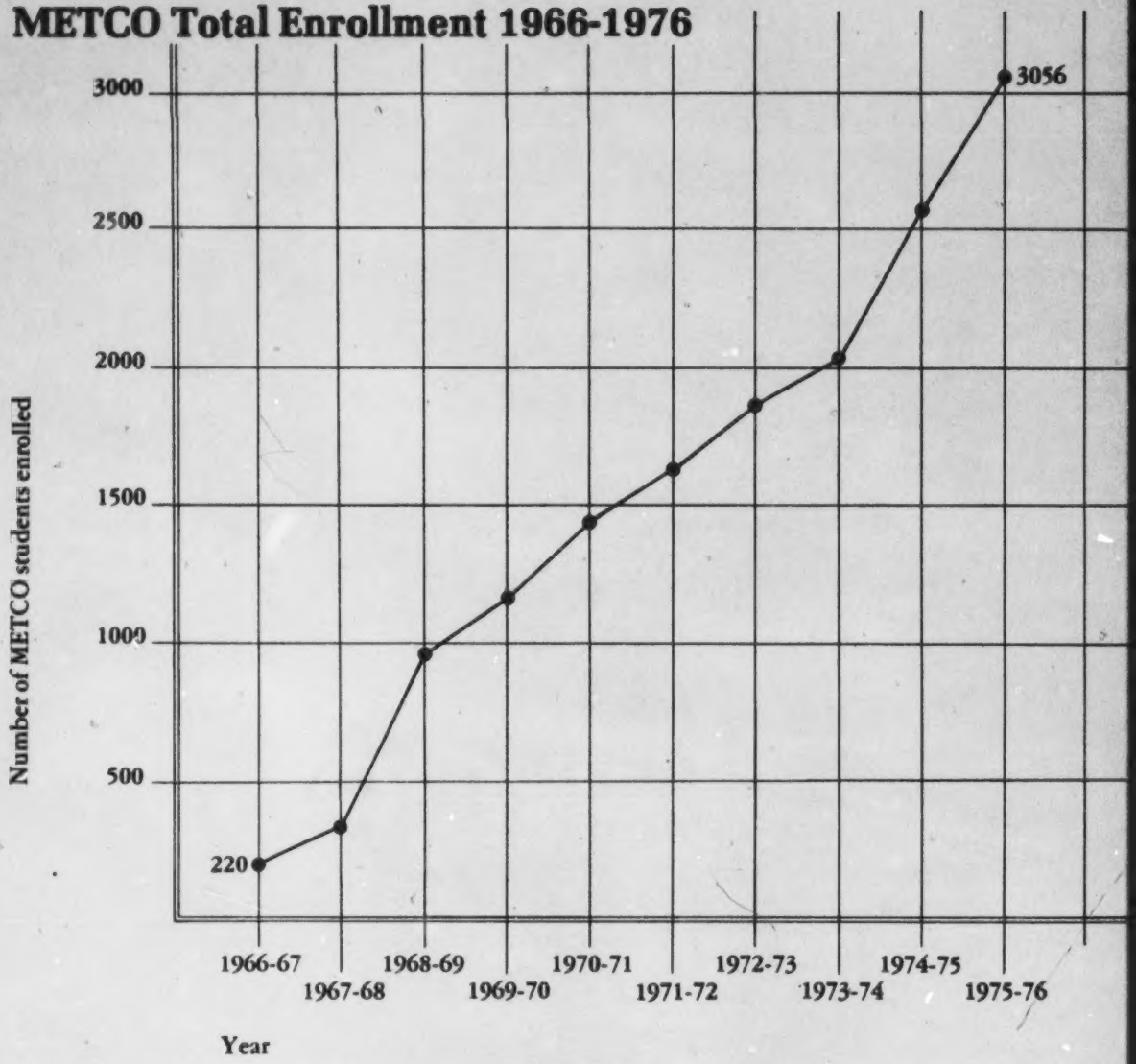
a. An opportunity for an integrated public school education for urban black and other minority children from racially imbalanced schools in Boston and Springfield by placing them in suburban schools.
b. A new learning experience for suburban children.
c. A closer understanding and cooperation between urban and suburban parents and other citizens in the metropolitan Boston area.

The word *voluntary* must not be taken lightly as it reflects the attitudes of both pupils and parents on the one hand, and participating school districts whose school committee make the final decision on whether or not to participate. Due to the constant change in reactions to integration, there is a persistent need for the astute educational and political work of parents, central agencies' personnel and interested suburban citizens.

Lurline V. Muñoz-Bennett
EEO Staff

Growth of METCO 1966-1978




METCO Total Enrollment 1966-1976
3000
2500
2000
1500
1000
500
Number of METCO students enrolled
3056
220
1966-67
1967-68
1968-69
1969-70
1970-71
1971-72
1972-73
1973-74
1974-75
1975-76
Year

METCO Communities and Their Enrollments

	1966-67	67-68	68-69	69-70	70-71	71-72	72-73	73-74	74-75	75-76	76-77
Arlington	15	16	30	30	30	30	30	30	32	43	43
Bedford									21	39	21
Belmont					36	45	54	63	70	74	71
Braintree	20	20	20	20	44	44	62	44	54	54	62
Brookline	75	100	128	151	170	180	200	220	240	245	249
Cohasset			9	14	19	25	30	40	45	45	45
Concord			25	50	60	56	49	47	50	60	60
Concord-Carlisle		20	30	28	20	24	31	33	28	40	40
Dover			7	9	9	9	9	9	9	9	6
Dover-Sherborn							8	9	17	23	26
Foxborough						18	27	27	36	36	36
Framingham		9	46	56	66	89	89	104	144	144	144
Hingham			16	25	25	35	35	35	35	65	65
Lexington	25	25	90	106	143	164	183	195	240	280	280
Lincoln	10	18	50	58	67	77	86	95	104	120	115
Lincoln-Sudbury			12	24	36	48	46	47	64	80	86
Lynnfield			15	15	15	24	31	15	9	18	18
Marblehead		20	26	30	36	38	38	40	46	53	58
Melrose									75	81	81
Milton			30	30	18	12	24	12	12	12	9
Natick			20	40	40	50	50	50	50	50	50
Needham		9	20	20	40	40	67	67	79	91	102
Newton	50	50	100	115	127	141	161	181	300	350	350
Reading			9	16	16	17	27	27	68	83	87
Rockland									20	28	26
Scituate			20	19	20	20	20	20	20	40	40
Sharon		25	38	50	62	75	72	70	70	72	72
Sherborn										9	9
Sudbury									40	70	70
											31

	1966-67	67-68	68-69	69-70	70-71	71-72	72-73	73-74	74-75	75-76	76-7
Swampscott			17	31	41	43	47	48	55	62	5
Walpole		16	23	24	24	24	24	24	24	24	2
Wakefield			9	8	18	17	18	16	20	19	1
Wayland			9	17	27	36	35	39	80	116	11
Wellesley	25	49	75	74	75	100	130	148	148	161	17
Weston		9	18	28	40	55	79	128	148	161	17
Westwood		9	25	25	25	25	25	25	25	25	2
Minuteman Regional										9	
Boston Area Total	**220**	**395**	**917**	**1113**	**1349**	**1561**	**1787**	**1908**	**2478**	**2891**	**291**
Hampden					12	15	21	30	29	35	3
Longmeadow			31	37	42	43	46	44	50	56	5
East Longmeadow			20	23	28	32	37	43	43	45	4
Southwick								12	12	18	1
Westfield Learning Center									10	11	1
Springfield Area Total			**51**	**60**	**82**	**90**	**104**	**129**	**144**	**165**	**15**
Total Number of Students	**220**	**395**	**968**	**1173**	**1431**	**1651**	**1891**	**2027**	**2622**	**3056**	**307**
Total Number of School Districts											
Boston Area	7	15	28	28	29	30	31	31	35	37	
Springfield Area			2	2	3	3	3	4	5	5	
Total	**7**	**15**	**30**	**30**	**32**	**33**	**34**	**35**	**40**	**42**	

Program Analysis

As we enter the 11th year of the METCO Program, it is enlightening to look back at the circumstances which led to the establishment of METCO, Incorporated. The movement, which led to the legislation authorizing METCO in August 1966, grew out of the frustration of black parents who had tried for years to obtain action from the Boston School Committee to improve the quality of education in Boston schools. Of course, that alone would not have gotten enough support for a program, but the real need for an integrated public school setting had an urgency that appealed to suburban parents, most of whom were not black.

That those needs have been met in many ways has been demonstrated by the track record of METCO students and graduates. (79% of the graduates enter college, and 73% graduate although cutbacks on college financing have prevented many graduates from realizing their potential.)

A needs assessment for all 4th and 12th graders was undertaken this year for the students in the METCO Program and bilingual programs, all of which are supported by state funds. The response of the METCO students generally paralleled that of the state-wide sample of all 4th and 12th graders the previous year, with the 12th grade METCO students showing the need for adequate and sustained support services and adult black role models in all school systems. Much of the success of the program is related to the encouragement of active parental support of the child's educational progress, suburban host family cooperation, friendships which are reciprocal and the continuous dialogue which helps to break down the walls of cultural isolation and ignorance.

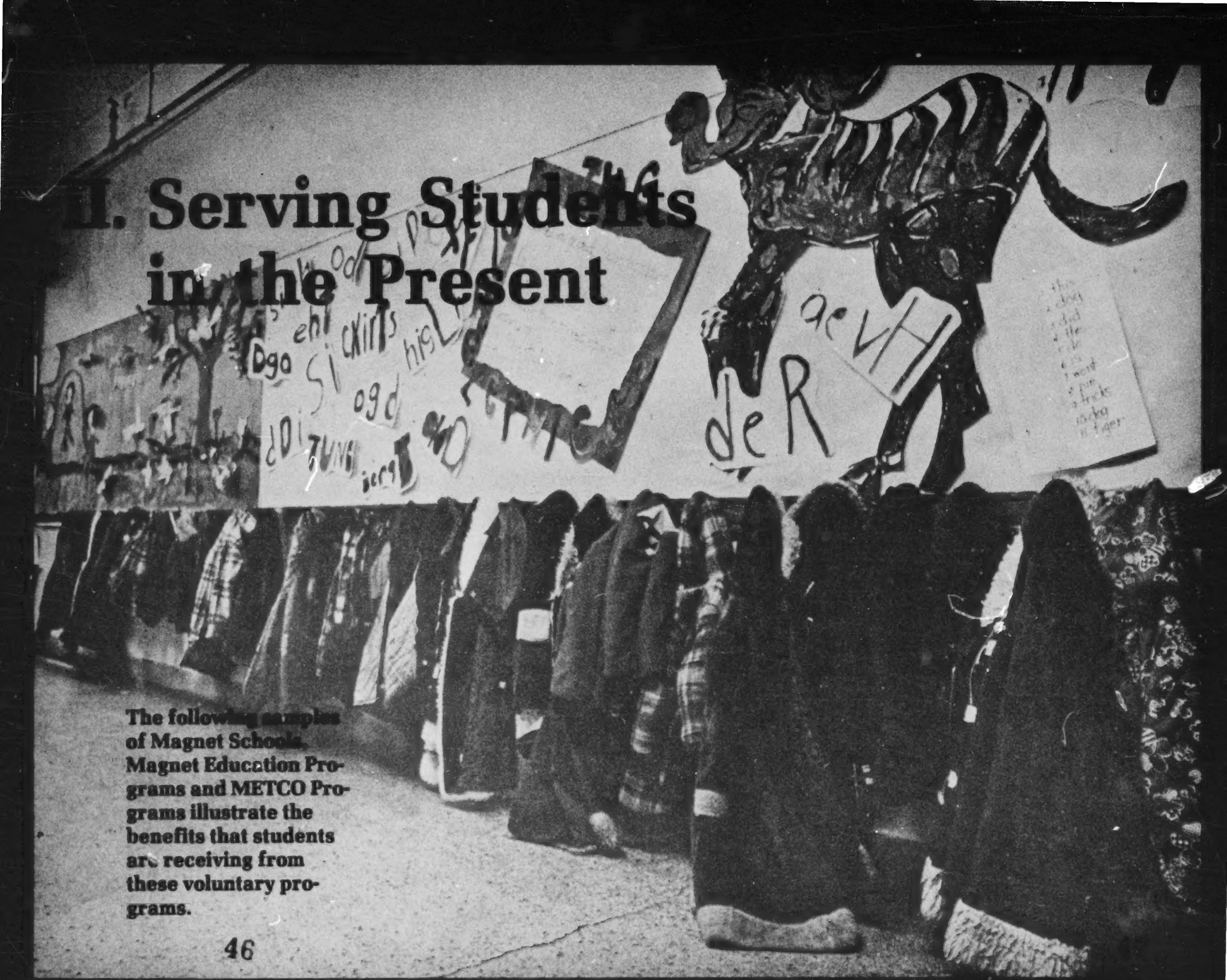
Since the suburban superintendents run a wide variety of school systems, a number of educational choices are available to the METCO students, including limited access to bilingual and vocational-technical programs. Although the program is not meant to address system-wide desegregation, METCO does provide, through its various programs, a modelling of successful integration approaches in a variety of circumstances.

The limitations of the program are (1) funding, which is less than the Commissioner of Education's request and demand of both city and suburbs; (2) small number of children involved when spread out in approximately 185 schools in 34 districts; (3) the ongoing need to improve curriculum for young people who must function in a world where human differences are welcomed and understood, not feared and where the staff at all levels of a school system reflect the heterogeneity of the real world.

The METCO Program deals with many facets of *one* aspect in school integration desired by most people. It does not confront the institutional and individual practices which perpetuate housing segregation and economic discrimination. It is the third chapter in a long book that has yet to be completed, about schools and citizens which accept graciously their share of the burden for the elimination of the racism they have helped to perpetuate.

Jean M. McGuire
Executive Director
METCO, Inc.

I. Serving Students in the Present



The following examples of Magnet Schools, Magnet Education Programs and METCO Programs illustrate the benefits that students are receiving from these voluntary programs.

Cambridge Alternative Public School (CAPS)

A Different Sort of Public School

CAPS was started in 1972 by parents who continue to participate significantly in *every* aspect of the school — hiring, teacher evaluation, curriculum, and decision-making.

CAPS has all self-contained, open classrooms that are multi-graded (e.g. K-1-2, 2-3-4, 4-5-6, 6-7-8). Each class has an art area, mathematics area, language arts area, etc. A visitor to a classroom could see from one to twenty activities going on simultaneously.

Learning is primarily activity-centered and takes place both individually and in groups. Children move about in a rich environment, manipulating objects, observing phenomena, using all their senses, communicating with people, and formulating concepts about the world through the use of Dienes blocks, individual books, tape recorders, sand and water tables, microscopes, cooking, writing, and a wide range of both commercial and home-made materials.

We also attempt to have an "integrated day" curriculum. For example, through a project on map-reading children became involved in field trips, in mathematics (measuring), in art (making maps, drawing houses), in construction of models, in architecture, in reading, in writing (making books), in studying neighborhoods, in photography, etc.

At the upper grade levels, we have an apprenticeship program that involves the children in real work situations two afternoons a week.

There is no pre-set, standardized curriculum, though strong emphasis is placed on skill building and concept formation through individualized instruction. We start with a child's present level of competence and then build on the strengths and help overcome the weaknesses of each child. CAPS is concerned with both the child *and* the curriculum.

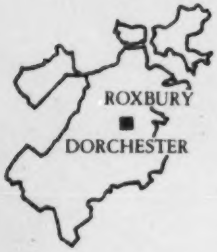
There are 210 students, grades K-8. Students are selected by lot (after written application by parents) from general categories — race, sex, social/economic background and district of Cambridge. Most of the children are voluntarily bused from every area of the city. Fifty-two percent of the children are white, 32% are black, and 16% are of other racial or ethnic backgrounds; 50% are males and 50% are females; 50% come from blue-collar and 50% from white-collar backgrounds. CAPS believes that the best starting point for learning is a wide mixture and variety of children.

CAPS is concerned with the *whole* child: with the head (mathematics, art, reading, science, etc.) and with the heart, the spirit, and the body. Our goal is to develop children who are capable — who know things and can do things — and loveable — who like themselves and others.

Len Solo
CAPS Principal

Martin Luther King Middle School

Working to attract white students to a black neighborhood



In the summer of 1975, the King School in Dorchester was in the awkward position of being a magnet school with no magnetism; it had failed to attract enough white students to raise its racially balanced enrollment above 298. Undaunted, a group of teachers and administrators (dubbed the August Planning Group) swung into action and revamped the program to make it more magnetic, and then went about recruiting students from all parts of the city. By

Photo: Xenophon A. Beake

Kim Marshall

the end of the summer, the enrollment had been almost doubled, and the new program began. The first year as a magnet school was a success, ending with 612 students choosing the King School for the 1976-7 school year.

Here are some of the magnet features which attracted these students:

- daily reading classes taught by the homeroom teachers, with specialists taking special needs students out for smaller classes
- a cycle of the unified arts subjects (art, science, music, home economics and industrial arts), giving students intensive seven-week courses in each one over the five grading periods
- an elective block of courses offered every seven weeks, giving seventh and eighth graders more choice in shaping their own programs
- a weekly minicourse chosen every seven weeks from a list of around 45 offerings, from arts and crafts to advanced math and basketball
- an innovative shop class, the "World of Construction," in which students actually build a section of a house, complete with masonry, wiring, plumbing, roofing, painting, and union negotiating
- a Honeywell computer programming course open to eighth graders who do well on a math and logic test
- 5-minute breaks between classes throughout the day, rather than the traditional recess
- minimum standards in math and language arts for each grade level

These and other features are part of a philosophy of education geared to the middle-school child. It includes three components:

(1) reinforcing and extending basic skills
(2) giving students a wide range of choices to stimulate their minds, broaden their options, and prepare them for high school and life choices
(3) providing a humane, caring and supportive environment in which students can grow and deal effectively with the problems and joys of adolescence.

Kim Marshall
Teacher, King School

"As an East Boston resident, I have seen how magnet programs, funded under Chapter 636, have opened up new doors, new experiences and new opportunities to students in these programs.
In many instances the programs assisted and supported the desegregation process with remedial and tutorial staff which may be necessary when students are brought together for the first time from different schools with different teaching staffs and different program emphases. More exciting to me were the programs that brought students together at neutral sites — museums, zoos, theatres, to name just a few — there they met youngsters from other neighborhoods and other cities or towns. They not only got to use the benefit from the cultural resources of our city, which for too long have been under-utilized by our school systems, but in a new setting they worked together and learned to know and respect each others differences and similarities."

Evelyn Morash,
Member of the Massachusetts Board of Education

C.E.C.*"The Moving Game"

Exploring Boston in urban-suburban teams

In the "Moving Game Program" the Museum of Transportation used the Boston subway as a learning tool for King School students who participated in this magnet program. The program was designed to draw together urban and suburban children in an innovative and interesting activity. Working in teams, students mapped and moved through a variety of micro-worlds in greater Boston, discussing the structure, history, and activities of the city as they explored. The goal of the Moving Game was to reduce cultural isolation by developing the children's ability to perceive, cope with and make use of the extended city, as well as to master informational, conceptual, and technical mobility skills. At the end of the program, the children prepared a newspaper, the "Moving Game Gazette", reporting their experiences. Skills reinforced included reading, mapping, graphics, mathematics and photography.

This type of exploration and the student's experiences at the Museum offered a new dimension to the education of the children involved, opportunities that wouldn't have been possible in a regular classroom situation. Students, of both black and white origins from both the city and country, explored the different ethnic bases of Boston communities while exploring their own and their classmates' ethnicity. A typical field excursion for 6th grade students was a visit to Chinatown, where students plotted their trip, observed and recorded their impressions of the people who lived there, including their homes, their food, and language, and utilized maps, tape recorders, cameras, and notebooks as their tools. A group of 7th and 8th graders, on the other hand, became involved in the legal/political issue of forced busing in Boston schools and visited the Boston School Committee. The group watched the "inside" of the legal system as they visited a court-

*Cultural Education Collaborative

room, law firm, and spoke to professors at a law school. Curriculum preceding the field trips focused on defining issues and integrating facts through a conceptualization of ethnicity and city systems.

Despite the inherent difficulties in bringing together students from a wide range of backgrounds, there was not one racial incident recorded in the program. The museum staff was instrumental in generating student motivation and participation and in handling interpersonal and social dilemmas. Their attitude and the program curriculum successfully brought together suburban and innercity children in a new learning environment.

As one of the first major long-term school programs developed by the museum, the Moving Game had a significant impact on the Museum of Transportation's development. As a result of their success and experience, the "Moving Game" staff provided new teaching ideas, styles, and materials to the rest of the Museum. New programs evolved as a result of the "Moving Game" experience.

> "For Bo and Jan the experience was excellent simply because both boys have been isolated from students of another race, economic status, and culture. I'm sure they gained in confidence and self-esteem because of the knowledge they imparted to the suburban students who participated. This is the place where survival skills (using public transportation, for example) are recognized and urban students have the advantage over suburban kids for a change — they had something to share!"
>
> A Martin L. King School teacher

M.P.P.*"Metropathways"

Developing Greater Understanding Between
Urban and Suburban High School Students

For the past two years the staid old YWCA building on Clarendon Street in Boston has witnessed an unheralded but significant educational event. More than 700 students, representing 35 urban and suburban high schools and 17 school districts in the Boston metropolitan area, have traveled to the Metropathways Center at the "Y" one day a week through a 16-week semester for a unique learning experience. Released by their home schools for that day, but obligated to make up all work missed, they have travelled by chartered bus, school van, public transportation, and by foot from nearby Boston schools. They have come for a multitude of reasons, ranging from a hoped-for escape from school to a desire to do "something different," to play, to mix, to learn with and from each other.

Three salient features characterize Metropathways: (1) the diversity of the student body, (2) the context of on-site, experiential learning and (3) the voluntary framework within which the program operates. These are the program aspects which give Metropathways its uniqueness and its appeal. No home school can provide these features simultaneously and on a continuing basis.

At Metropathways, students have a choice of study options, comprising of government, ecology, theatre, ethnicity and career. All classes are diverse in age (grades 9-12), ability (Metropathways has no academic criteria for enrollment), race, ethnicity, socio-economic background, and level of sophistication. The multi-racial teaching staff deals not only in curriculum preparation, but undergoes intensive orientation in racial and ethnic awareness and understanding. A basic tenet of staff training is that integration goes far beyond the mere physical bringing together of diverse individuals. The staff works to develop among the students a spirit of unity and commitment to the program goal — reducing isolation — while at the same time breaking down racial and ethnic stereotypes which the students may have had about each other.

In all options the focus is on experiential learning as a supplement to home–school studies. "Political Perspectives" students learn about government in legislative hearings, TV control rooms, and courtrooms; "Ethnic-city" classes take walking tours of ethnic neighborhoods, interact with community representatives, and study ethnic cultures at museums and exhibits; "Man in the Environment" students are on the Charles River and at the seashore, at recycling plants and disposal centers; "Career Exploration" classes disperse throughout the business and professional centers of Boston and re-group to share their experiences; "Theatre Arts" students are taught in a studio at the "Y" by professional actors and directors, and learn stagecraft "backstage" at Boston theatres. School administrators have noted that "Metropathways provides visual evidence of home–school academics ... Metropathways is the school's link with reality."

Doreen Wilkinson and Gloria Zol
Metropathways Staff

> One white suburban student, in summing up her experience, may have hit upon the overriding impact of the program: "I've learned that kids from Boston schools are just kids ... they're no different than people I've known all my life."

*Metropolitan Planning Project

C.E.C.*"In Praise of Hands"

Integration in a cement mural

A student looked up at the ceramic, mosaic cement mural in the front of the Mackey Middle School, pointed and shouted:

That's my piece! When I grow up I'm coming back here when I have children, I'm going to show them my name and my piece.

She was one of the one hundred 7th and 8th grade students who made the eight-foot square mural in the "In Praise of Hands Program" designed by the Neighborhood Arts Center. The process of creating the mural took seven weeks. Students not only worked with clay — many for the first time — but also studied man's use of clay through history. They discovered all the things they could make using clay, from whistles, to pots, to pieces for the mural. Many students found they had an aptitude for working with clay and acquired a new sense of confidence in achieving excellence. This sense of self-worth, evident in the above quote, carried over into other classes as well. Teachers noted improvement in attitude and performance among the students who participated in the program and attributed the change to their success in the Neighborhood Arts project.

The program was initiated at the request of the school's teachers for the purpose of helping to meet student needs in a newly integrated setting. It was felt that students required projects that would allow them to work together and come to appreciate each other instead of remaining in hostile and isolated groups which teachers saw as obstacles to learning and growth.

The program began with a study of the history and use of clay, a drawing project, and visits to the Boston Center for the Arts. The students were then introduced to clay as an expressive medium and learned to practice several related techniques with the guidance of artists from the Neighborhood Arts Center staff. Then the work on the mural, and the making of its 350 pieces, began. According to all reports by the evaluator, the students learned to work together with greater success than in their regular school classes and developed greater pride in the achievements of

Lillianne Rosenberg

*Cultural Education Collaborative

themselves and their peers. Through the creation and mounting of the mural, the students gained a sense of pride in group effort.

Serving the school children was one aim of the program. However, the students were not the only ones to learn from the Neighborhood Arts Center craftspeople. An art teacher from Mackey who was involved in the program learned the techniques involved so that she could initiate the making of class clay murals on her own in the future.

Without the expertise and guidance of the Neighborhood Arts Center, or the funds from the Desegregation Plan, the Mackey teachers would never have been able to implement this program. Making the mural not only successfully integrated the students, but it introduced them to the use of clay and the joy of creating a lasting piece of art.

METCO in Braintree

Value of the METCO program to a suburban community

The Braintree School Committee voted to join the METCO program in February 1966. Twenty students were enrolled in Braintree's junior high schools during the first year of operation. Those students graduated from Braintree High School between the years 1971-1973. Seventeen of them continued their college educations, and the majority have since graduated. As the students have graduated, they have been replaced by increasing numbers at the elementary level such that now Braintree has 62 METCO students in grades 1-11. In ten years the number of METCO students has increased by more than 200%. So too has the value of the program and its impact on the curriculum.

Braintree is essentially a white suburban community, 99% white according to current census data. Therefore one of the most important values of the METCO program is the opportunity it provides Braintree's pupils and adults with first-hand relationships with black people. Braintree pupils have sat, spoken, learned, eaten, played and have become friends with black METCO pupils. This value of METCO was explicitly manifested at a school committee meeting attended by students who were called upon to express their feelings about METCO. One of the student representatives said that "prior to the METCO program all I knew about black people was what I read in the newspapers and what I saw in the movies or on TV ... I was afraid of blacks and felt sorry for them. Having had them in my classes now I know them as people like my friends and I'm not afraid of them any more."

It was very difficult for the first black students who experienced these prejudicial feelings both in and out of school. They also had the opportunity to tell the school committee what it was like attending predominantly white suburban schools, leaving home early in the morning and arriving there late in the evening, especially if they participated in after-school activities. Transportation was a major problem for them and on several occasions they had to thumb to the closest MBTA station. But they persevered! Their attitudes towards whites changed much the same as their white counterparts'!

The pioneers who stimulated the program in Braintree were the Friends of METCO, locally concerned citizens who believed strongly in METCO advocating its worth to Braintree and to the Boston community. These parents were assisted by the parents of METCO pupils and between the two groups many social and cultural activities were sponsored for black and white pupils and parents both in Boston and Braintree. They were the first parents who provided a "home away from home" for METCO pupils. Friendships were established then and have continued through the years even though many of the students have since graduated. The families still get together as do their children during school recess when they visit with their former teachers and classmates with whom they have become friendly.

When METCO students enrolled in the Braintree Public Schools, their presence aroused the awareness of the staff of its limited knowledge of black people and black culture. Workshops

in human relations for teachers, counselors and administrators and in curriculum for directors and teachers were conducted to address these manifest needs. They have become an integral dimension of the METCO program and are still happening.

Multicultural materials depicting the contributions to civilization made by blacks were introduced into the curriculum from kindergarten to grade twelve. NDEA proposals were written to acquire supplementary materials about black culture for teaching and enrichment. Periodicals, magazines, and films were purchased to provide more exposure to black culture. Books written by blacks and about black experience were introduced into the English and Social Studies curricula. The Director of the Social Studies Department in Braintree was instrumental in having Norfolk County offer courses in Afro-American history which were attended by many Braintree teachers.

Has the METCO program had an impact on education in Braintree? Indeed it has, and for the better for the students, parents, teachers and educational program. Behind each value expressed herein, a story of more significant value could be written. Better understanding, closer cooperation, new learning experiences, and improved educational opportunity between blacks and whites are the outcomes of the METCO program in Braintree.

Dr. Julian Demeo, Jr.
Superintendent of Schools
Braintree Public Schools

EdCo M.E.C.*"Nashoba Valley Project"

Discovering Oneself Through the Environment

Buckminster Fuller has defined the environment as "everything but me."

The "Nashoba Valley Project" is an elementary school environmental education program designed to provide children with first-hand experiences with the natural and the man-made world. The objective is to help them develop some understanding of what ecological systems are like and how they relate to our survival and comfort, in the city as well as the country. The program includes "Project Adventure" outdoor education techniques, and a basic skills reading and math component.

For the 1976-77 school year, the program is drawing students from three East Boston schools and from three schools in Dorchester, Roxbury, and Jamaica Plain.

A program cycle consists of one week in October, one week in January, and one week in May, with some in-between activities in the regular classroom. Two fourth or fifth grade classes and their teachers will participate in each cycle. There will be three cycles in the 1976-77 school year, involving approximately 180 children and 6 teachers. The program in October and January will include day trips to a camp, to local industries in the Nashoba Valley, to downtown Boston, and exchange visits between the two schools. In May a five-day residential program at the camp is planned.

Teacher workshops and parent meetings for involvement in program planning as well as implementation are essential features of the project.

Maureen Oates
Project Director

*Metropolitan Education Center

C.E.C.*"Arts and Animals"

Studying animal habits through clay and dance

> Maura wants to work at Franklin Park Zoo with Steve. She is quite concerned about the endangered species and is praying for them.... The children want to know if the zoo people will move an animal to another zoo if they write letters to save an animal — the children are also making posters about endangered species and have adopted the "Balance of Nature" as one of their favorite songs.
>
> *A Teacher from the Robin Hood School*

The above quote illustrates how intensely students became involved in the "Arts and Animals Program" sponsored by the Boston Zoological Society and the Dorchester House Multi-Service Center. This 636 program coordinated by the Cultural Education Collaborative brought together children from the Greenwood and Holland Schools in Boston and the Robin Hood School in Stoneham. Students spent nine sessions at the zoo and nine at the Dorchester House learning facts and concepts about animal adaptations, habitats, diets, food chains, endangered species and the zoo itself.

At the zoo, students were involved in data measurement, record keeping and observation of animals. The Dorchester House component allowed students to explore the movement and life patterns of animals in a dance context and to interpret their observations in the medium of clay. In these ways, the wildlife education curriculum introduced at the zoo was reinforced by the clay and dance sessions held at the Dorchester House. One session, for example, was entitled "Habitats: Compare and Contrast". At the zoo the children learned the characteristics of a specific habitat and were then able to deduce which plants, birds, and animals inhabit that environment. Later the Dorchester House followed up on this learning experience by having children make a clay plaque depicting an animal and its environment, and by moving through the habitats using dance exercises.

In addition to increasing the student's knowledge of wildlife and the arts, this program helped to improve reading skills and expand vocabulary among the students, according to the evaluation. For instance, while learning the technical skills with which to create their clay models, students practiced reading and following instructions. One teacher recalls:

> When Joan read the poster defining a clay slab versus a plaque I couldn't believe it. When it comes to reading she's usually a quitter, and some of the vocabulary was difficult. The program seems to be motivating these kids in basic skills ways, too, by getting their interest up.

Arts and Animals offered the schools an innovative out-of-classroom science program that provided students with an opportunity to meet children of another school and different ethnic background while learning about the arts and animals.

*Cultural Education Collaborative

The Magnet Art Program at English High School

A Lot of People, Doing A Lot Of Things, Very Well Together

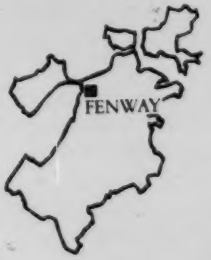
Carl Zidel

Many of the students from all over Boston who attend the English High School participate in the Magnet Art Program. Some have elected the English High School because of the Magnet Art Program and are pursuing a course of study in visual arts. Others, who are pursuing a business or college preparatory course, enrich that course by participating in the art program. Finally, those who have not yet chosen a course of study can use the art program to get in touch with ideas and feelings toward themselves, others and the world.

The art faculty at English High School, the largest high school art faculty in Boston, bring to the program their skills and professionalism as artists and educators.

Faculty and students from the Massachusetts College of Art contribute their experience and skills to this growing program. In addition, visiting professional artists demonstrate their skills and share their experience with students.

An exploratory course, combining the arts and human development, introduces ninth graders to their school's nine studios and ten art staff members. Professional studio courses for sophomores, juniors, and seniors include drawing and painting, printmaking and design, crafts in art, ceramics, sculpture, photography, film making, television studio, and commercial art and design. Other art courses include: Art — Its Past and Present and Art for the Non-Major.



A portfolio preparation course gives advanced art majors an opportunity to develop original work representative of their strengths in view of career orientation and includes planned visits to schools of higher learning.

Exhibitions of student work are shown and constantly changed in the office and reception area of the school. An exhibition of work representing all the students in the program takes place at the end of the year.

Field trips are of two types: one affords the students an opportunity to work on location with art, and the other consists of visits to local cultural institutions.

The program increases personal interaction among faculty and students and opens new communication channels. When entire classes visit each other both students and faculty experience new personalities and new teaching and learning styles.

All the courses provide work that has continuity, sequence, and depth. The television and film courses are especially effective in combining the development of verbal and visual skills.

Because of the collaboration of the English High School and the Massachusetts College of Art, the resources and facilities available to students are many and varied. Both institutions provide students with guidance toward future education and careers.

EdCo M.E.C.*"The Annex Program"

The Grand-dad of Magnet Urban-Suburban Programs

The "Annex Program" is part of the EdCo Metropolitan Education Center in Downtown Boston, and is the "grand-dad" of magnet urban-suburban programs. Since 1970, the program has served over 7,000 students in six-week cycles. At "third site locations, it enables middle school students to explore the diversity of city neighborhoods, government, transportation, museums, the media, and a host of dynamic urban issues. Students from the Barnes and Chevrus in East Boston, the Solomon Lewenberg in Mattapan, and Diamond Junior High in Lexington are provided an opportunity to not only learn about the city, each other, and themselves, but are also given an opportunity to discover the real inter-relatedness of metropolitan Boston, and the value of learning in different contexts. The newest context for the program is Camp Nashoba in Westford where students learn about a rural community and take part in the learning exercises of EdCo Adventure.

Project activities are teacher-structured but allow for a considerable degree of student choice within that structure. The first two days of the program are spent at the camp site. There students are involved in Project Adventure-type learning activities that feature cooperative learning and reasonable degrees of risk. Mutual support, inter-dependence and self-confidence are stressed through group problem-solving activities.

The following two days, the students get a sample of the variety of learning activities offered by the city of Boston through tours, lectures, exhibits and project demonstrations by former Annex Program participants.

On the final day of the first week, students arrange themselves into four study groups, select specific areas of study from the arts, politics and transportation. Each study group operates for a four-week period with a teacher-directed curriculum. Within specified schedules, students assume responsibility for selecting and arranging the people and the places in the city that will be used during the course of the one-month study.

All students are responsible for: (1) the preparation and presentation of final projects, (2) planning overnight activities, (3) keeping a daily journal, (4) monitoring their math and foreign language classes and (5) taking part in activities that are scheduled one day a week for no other purpose than to have fun. In the past, these activities have included harbor tours, roller skating, bicycle rides, basketball, whiffle ball and acrobatics.

John Moynihan
M.E.C. Director

*Metropolitan Education Center

METCO in Lincoln: 1966-1976

A Celebration of Lincoln's ten years in the METCO program

Lincoln has always been the smallest community in the METCO program. Its 121 METCO students represent 16.5% of its school population — the largest percentage of any participating community.

What has METCO meant for the Lincoln Community?

For the teacher: "We were suddenly faced with kids who had a different upbringing from Lincoln kids — they had a lot of street savvy, they knew a lot of 'store math', they had different speech patterns. We had to develop alternative, creative methods of teaching this new type of child. And the more we got into looking at alternative teaching methods for the black kids, the more we realized that many of these same methods worked for the Lincoln kids too. Also, in those days we saw kids (Lincoln kids) as being much more alike than different. When the black children came and we were forced to examine and cope with *their* differences, we became more aware of the differences and individual needs of the Lincoln children. Because of the METCO children we became more creative, more flexible teachers, both in terms of curriculum and in our appreciation of each child's needs."

For the white parent: "I grew up feeling very uncomfortable with blacks. I had never even met a black person who was not a maid. I was *scared* the first time I met blacks socially because I didn't know what to say. When I heard that the Lincoln schools were going to have black children I decided to become a host parent. I didn't want my children to have the same limited childhood I had had. At first relationships were very stilted, but gradually they got easier. It doesn't throw me anymore that someone is black. And my kids have grown up, since they were five, with black children. Everybody is more comfortable with the mixture now. And life is more *interesting* — not so vanilla."

For the white child: "Lincoln is sort of an isolated town — you don't get alot of different cultures here. METCO is good because you learn how other people live. One of my best friends since I was five has been a METCO student. It has been a good friendship, like any other friendship I've had. At one point, the TV and newspapers blamed everything on blacks. This made my friends and me really cringe. Because of METCO, we had grown up with black kids, so that by the time I began to hear those ugly things, I knew better."

What effect has METCO had on the school system?

METCO attracts teachers with the kind of motivation and commitment that tends to enrich the school program. It provides teachers already in the system opportunity for personal and professional growth.

> "It is always easier to deal with a homogeneous group. A racial mixture is harder to cope with. But Lincoln is not the real world — it is culturally deprived in terms of its exposure. The presence of black kids makes it a more real place." (teacher)

METCO has brought black adults into the classrooms, which makes for greater diversity and provides positive role models for both black and white students.

Teachers have initiated and participated in many workshops — formal and informal — which focused on the special needs of black children in a suburban school.

"It takes a long time to change subtle forms of racism. Kids stretch to what you expect of them; sometimes the black kids have not been stretched." (teacher)

Teachers have re-examined the curriculum. Because of efforts by various teacher groups, and with materials made available by METCO, teachers have access to a great range of information about black history, literature and culture. Each teacher uses this information in his or her own way.

"It may not seem important to a white person that a black doctor, Danial Hale Williams, performed the first open heart surgery. But to a black child, searching for models, this is a comforting and inspiring fact." (teacher)

"We have tried to infuse the English and Social Studies areas with materials related to blacks, rather than have a special course in Black History." (teacher)

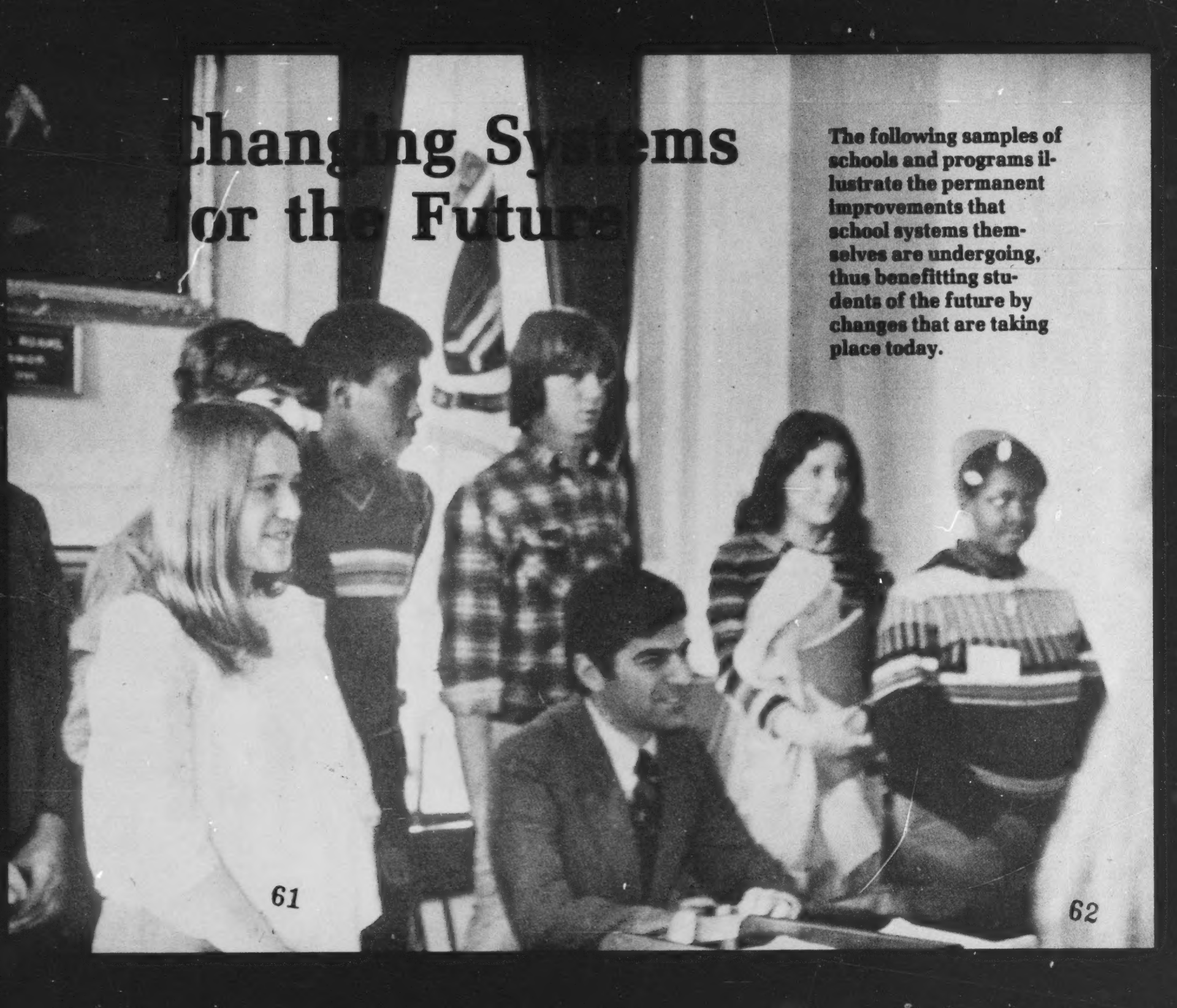
"There we were (in September 1966) teaching a unit on 'The City'. Before, it had always been so easy to give the children meaningless — and even inaccurate — descriptions of a city. But suddenly, with those new black faces looking up at us — those children who *knew* the city — we had to think about what we were saying. A whole new dimension had been added. And this led to a re-evaluation of our total curriculum." (teacher)

What has the Lincoln METCO program meant for the black family?

For the black parent: "Our whole way of life changed. I have bused the whole family to different METCO schools, attending teacher conferences and PTA meetings all over the Greater Boston Area. My day starts at 5:30. I start sending the kids out at 6:40, and by 7:20 I start on my own things — my house, my job, etc. But I have been warmly received by my kids' teachers here in Lincoln: I've been able to visit their classrooms, talk to their teachers.... The whole school system, from top to bottom, has welcomed me as a parent."

For a METCO child, when asked why she has to go such a long way on a bus to school: "Why not? It's *my* school, isn't it?"

Lincoln Host Family Committee



Changing Systems for the Future

The following samples of schools and programs illustrate the permanent improvements that school systems themselves are undergoing, thus benefitting students of the future by changes that are taking place today.

Newton's METCO Black Studies Curriculum Project

Infusing black studies into all elementary schools

The "Black Studies Curriculum Project" in the Newton Public Schools is an attempt to systematically develop curricula for all grade levels on the history and culture of Black Americans while simultaneously involving teachers in the development and use of the curriculum in the schools. Funded jointly by Metco and the Newton schools, the now two-year-old project is in the completion stages of an elementary curriculum which will be disseminated in all of Newon's elementary schools during the current school year.

The curriculum project is viewed by the project coordinator, Dr. Maxine Byrd, as an innovation which will have a permanent impact on the way black studies is taught in the schools and on the racial attitude and self-concept of all children. Too, because of its strong teacher-centered approach both in development and implementation, it will have the secondary effect of enhancing the professionalism and drawing out the creativity of the teachers who are involved in the process.

The project began in a workshop the summer of 1975 when eight teachers along with Ms. Byrd developed the three elementary units which will be used to instruct children in grades K-6. The workshop group conducted original research, wrote stories and devised games, activities and manipulative materials to support a curriculum approach leading to cognitive understanding of the black experience. The three units emphasize the African origins of black Americans, their linkages with other dispersed black populations throughout the world and the rich cultural diversity which has resulted from internal migrations, interactions with new cultural groups such as Europeans and native Americans, and the continuous influx of new black peoples from Africa, the Carribean and other areas.

In the fall of 1975, the eight developers were joined by other classroom teachers in a project to pilot the units in six elementary schools. In this phase, which lasted for most of the year, the teachers were engaged in an exciting collaborative effort to test, modify and elaborate on the units. All of the teachers adopted the materials for use in their own classrooms, met regularly for feedback and evaluation sessions and provided new ideas and suggestions for the units. Parents and children were invited to participate in this revision/modification process.

Finally in the past summer, the workshop again involved several of the teacher developers in rewriting and modifying the units for the dissemination phase. This fall, the elementary units will be introduced to all the schools through a series of workshops to be given by the teacher-developers and Ms. Byrd. A new group of teachers will be recruited to work intensively with the curriculum in their classrooms.

The six schools which have thus far been involved in piloting the materials are Cabot, Countryside, Oak Hill, Horace Mann, Hamilton and Underwood. It is projected for this year that a similar project will be initiated in the Jr. High Schools.

C. Maxine Byrd
Black Studies Curriculum Coordinator

"I have learned to critique materials more carefully to determine appropriateness as far as racism and sexism are concerned."

Newton Teacher

"It has made me more confident about presenting areas of conflict in black/white relations rather than limiting myself to positive aspects of Black culture."

Newton Teacher

"Parents helped children with family trees in the unit on African families and names. The children had a great time telling about their relatives and who they were named for."

Teacher of a Grade 1-2 class

M.P.P.*"Metro Ethnic Heritage Resource Centers"

Training Urban and Suburban Teachers in Ethnic Studies

"The Metro Ethnic Heritage Resource Centers" (MEHRC) has as its aim the training of teachers from suburban and urban schools in metropolitan Boston in concepts of multi-ethnic studies.

In the summer of 1975, ethnic heritage specialists from various designated agencies within the Afro-American, Asian-American, Hispanic-American, Italian-American, and Native-American communities formed a task to oversee the development and gathering of information and materials. An inventory of available resources was developed by these specialists for each ethnic group and has been published in booklet form. Each specialist, with the assistance of the MEHRC Director, is establishing a permanent Resource Center.

In January 1976, the second phase of the MEHRC program was undertaken. During this phase, a series of workshops was conducted especially for teachers.

These workshops, designed and conducted by the MEHRC team, were based on responses from urban and suburban schools, with input from the community agencies. Learning packets for varying grade levels, as developed by the teachers and reviewed by the ethnic heritage specialists, emerged from this second phase of the program.

Linda Callendar and Paula Brown
M.E.H.R.C. Staff

Brookline's METCO Multicultural Program

Dealing with human differences in the classroom

During the last four years, many teachers and administrators in the Brookline School Department have engaged in various activities to improve how they work with their colleagues or with children. These efforts have focused on being respectful of and responsive to the differences which others bring to a situation. An example is that some teachers and administrators have been concerned with how and why some students treat each other as they do. Others have been concerned with how to improve the respect students have for the cultural background of others. In this regard, the "Multi-Cultural Program" represented a continuation and expansion of previous efforts and activities begun by individual classroom teachers, and by groups of teachers involved in the School Community Resource Development Project.

While the Multi-Cultural Program grew out of this broader human relations effort, it is unique in that it represents a programmatic intervention to influence the teaching-learning process through the curriculum. In that sense, the Multi-Cultural Program is more than a program in effective education, since its broad mission has also included influencing the knowledge and skills acquired by students. Considerable efforts have been made to help teachers integrate the existing curriculum with a multicultural emphasis, rather than create a separate or "add-on" curriculum at any grade level. The program was implemented by a multi-cultural team, consisting of a coordinator and three multicultural teachers. Once focus of the team was to work with teachers and administrators in improving use of the curriculum to fos-

*Metropolitan Planning Project

ter student respect for human differences. *Human differences* is defined as including cultural differences which are ethnic, racial, religious or socioeconomic, as well as other differences, such as students with learning, physical or emotional handicaps.

The three broad goals of the program were:

Knowledge — working with teachers and specialists to develop an instructional approach which includes an explicit focus on increasing student awareness about ethnic and cultural diversity in the United States.

Skills — working with administrators, teachers and specialists in their efforts to help students acquire the skill to resolve human difference conflicts.

Attitudes — working with teaches, specialists and administrators to improve all students' belief in their ability to get along with people they perceive as being different.

These goals represent broad guidelines. Their implementation depended upon collaborative decisions made by individual staff and the multi-cultural teacher in a school.

Dr. John Browne
Multicultural Coordinator

Ms. Ruth E. Fitch
METCO Coordinator

C.E.C.*"Animals and Human Culture"

Exploring other cultures through the Museum of Comparative Zoology

"Animals in Human Culture" is a program developed by the Museum of Comparative Zoology, Harvard University, for two Boston schools, the Margaret Fuller Elementary School and the Robert Gould Shaw Middle School. The program had two broad aims: to facilitate basic educational skills through studies of other cultures, and to enhance integration and inter-personal relationships in group activities.

While at the Museum of Comparative Zoology over a period of nine weeks, Shaw and Fuller students were brought together to study the role of animals in the culture, myths, art and ritual of different human societies. The program had intended to focus on four cultures but was modified to two, African and American Indian, in direct response to the students' and teachers' needs. Using the exhibits at the Museum, students were able to gain an understanding and an emotional identity with other cultures, while improving their language arts and social studies skills. Customs regarding dress, religion, food and shelter were not only studied but actually experienced when students re-enacted a Tlingit Indian ceremony called a Potlach to culminate their studies of the tribe.

Two Tlingit Indians visited the program to tell the children what it was like to grow up on their reservation. They also described the Potlach, a ceremony of joy and hospitality where one tribe welcomes another in full dress, with speeches, and a generous exchange of gifts. After this introduction, students selected roles for the ceremony, and laboriously prepared special gifts and speeches with the help of the staff. Artifacts and native costumes provided by the two Indian guests were studied and used in the ceremony. Finally, the ceremony took place as each tribe of children marched to seats at the banquet table. Chiefs in full native dress gave speeches and gifts were exchanged. The children's intense involvement and empathy for the Tlingit ritual is best highlighted by one child's speech. A small boy stood on a chair to be seen as he gave the closing speech and spoke of "this joyous Potlach ... I wish this Potlach would never end."

In addition to their work on the Indian tribes, students studied animals in the African studies part of the program, and came to see them as influenced greatly by their environment and their interdependence, as well as part of a tribe's culture. Neither of these subjects could have been studied at school as they were at

*Cultural Education Collaborative

the museum, and before the Desegration Plan was implemented, this type of programming was not available to school children.

"Animals in Human Culture" is a good example of the evolving role of a cultural institution as it responds to student's needs. At the Fuller School there are no facilities for art, drama, music or other enrichment opportunities, while the Shaw School was newly integrated and in need of a way to assimilate a wide range of children. The Museum of Comparative Zoology filled an immediate gap for teachers, students, and parents in both schools by offering their program, while also developing an education department within the museum itself. With the technical help of the Cultural Education Collaborative and funding support from the Bureau of Equal Educational Opportunity, two education coordinators from the Museum became actively involved in the schools. In this way, the Museum of Comparative Zoology has been able to serve students directly in a classroom situation while responding to the integration needs of the community.

George Sheng

Mario Umana Harbor School of Science and Technology

Exploring the World of Technology with Massachusetts Institute of Technology, Wentworth, and the Massachusetts Port Authority

The Mario Umana Harbor School of Science and Technology, also known as the East Boston Technical School, will encourage all students to apply who are interested in learning how the man-made world works, how our mechanical and scientific ideas are developed, how we use science and engineering principles to design and create things that we require, and how we use machinery and equipment of many kinds to serve our needs.

The program has been developed in cooperation with M.I.T., the Wentworth Institute, and the Massachusetts Port Authority. A key element of the program is the opportunity for students to become involved at various levels, depending upon individual goals and accomplishments. Students may prepare for one of several possibilities:

1. gaining a high school education in a program with high interest and motivation levels in technical studies,
2. learning a skill that will enable them to get a job in a technical field upon graduation,
3. going on to further studies in a two-year technical school or institute,
4. going on to a four-year program in a degree-granting college or university in science and/or technology,
5. going on to a four-year program in a degree granting college or university in studies other than science and/or technology.

Since the incoming students will represent a considerable range of accomplishments and goals (with an expressed interest in the technical school as the common bond), the program will be broad in scope and flexible in the placement of students. It will be able to accommodate the student who is interested in and capable of going on to a school like M.I.T., as well as the student whose goals and abilities will be met by employment in a drafting office or hospital laboratory. In fact, the program should be considered unsuccessful if it meets the needs of one of these types, but not the other.

The program at the high school level will have two main segments: the *core program* and the *major field* program. The core program is designed to lay a foundation during the 9th and 10th grades for specialized technical courses that will be taken in the 11th and 12th grades.

One key element in the core program will be an effective *guidance and counseling department* which will help students to recognize their skills, interests, and goals. Another key element will be the *remedial program*, mostly in the areas of reading and mathematics.

The importance of the core program, therefore, cannot be overemphasized. It serves as a critical preparation period that will be essential to the success of the students in technical studies.

The *major field program* will consist of six areas of technical specialization:

1. aviation technology
2. computer science
3. electronics
4. environmental protection
5. instrumentation
6. medical technology

In grades 11 and 12 students will elect one of these as a major study area, and another one as a minor study area.

All of these areas combine a high student interest level with the potential for developing valuable market skills for tomorrow's economy. In the *Occupational Forecast for the Greater Boston Area*, recently issued by the First National Bank of Boston, most of these specialized areas ranked in the top one-sixth of the 380 occupations listed for projected job opportunities. In these areas, the expertise offered by M.I.T. and Wentworth cannot possibly be matched elsewhere.

There are several specific educational features that will add considerably to the magnet effect in the technical school:

1. semester scheduling
2. extensive educational television capability
3. flexible campus extern program
4. junior ROTC programs
5. optional graduation plan

1. *Semester Scheduling* — the flexibility in planning will allow questions of promotion and retention to be addressed twice a year.

2. *Extensive Educational Television Capability* — as a natural component of a technical high school education, several features now being planned include:

   a. microwave linkage with the medical station at Logan International Airport and at the Massachusetts General Hospital, so that those courses dealing with medical technology and allied health fields may be enriched via the use of interactive television.

   b. microwave linkage with the Boston Technical High School, so that courses offered at either school, which may be of interest or beneficial to both faculty and students, may be transmitted, either by Instructional Television Fixed Service (ITFS) or via interactive television.

3. *Flexible Campus Extern Program* — there are many situations outside schoolhouse walls in which students can learn. These situations, for which school academic credit is given, include such arrangements as working part-time in a business office; working in a hotel; taking courses under special arrangements with a post-secondary institution; working in a hospital lab.

The relationship of M.I.T., Wentworth, and Massport to the school will provide an unusual opportunity to maximize flexible campus extern arrangements.

4. *Junior ROTC Programs* — because the curriculum will emphasize aviation technology and environmental protection, both the Air Force and Navy ROTC Programs are appropriate complements and will greatly benefit some students. Both programs are purely voluntary and do not require a period of military service later on.

5. *Optional Graduation Plan* — students will have the flexibility of completing the high school program in three to five years, depending on their own abilities and future plans.

Kim Marshall

Madison Park High School

Using the City as a Classroom

For the past two years, Madison Park faculty, students and parents have been working together to provide a secure environment where students can grow intellectually, emotionally, and physically.

Madison Park emphasizes mastery in reading, writing and mathematics skills by providing individualized programs where students start work at their appropriate level and proceed to more advanced skills at their own pace. Also offered are honors programs in English, science, and mathematics.

"Self worth is essential to developing a sense of pride and integrity. Madison Park students have that sense of self worth that allows them to do the best they can," asserted Ann Fahey, teacher.

Madison Park offers many elective "magnet" programs for the 1500 students. Students who want music careers can study voice or an instrument three periods a day. Through the efforts of Northeastern University and Boston area hospitals, other students have the opportunity to explore careers in medical and allied health fields. Students' communication skills are strengthened in media and communications study where career possibilities are explored. "Boston, Then and Now" combines history, culture and government in Boston by providing students with facts, field trips, and internships with social agencies. Northeastern University offers fifty seniors and juniors courses which are forerunners of higher education.

There is a variety of specialty courses such as theatre arts, Project Shelter (where students learn building skills by renovating and restoring buildings as community projects), a reading clinic, a bilingual program for Spanish-speaking students and Political Discovery, part of the EdCo Program. Finally, "Career Exploration" is offered to all students so that they can gain the experience necessary for good jobs, post-high school vocational training, or college.

Thomas P. Hennessey
Principal
Ann Fahey and Mary Levenson
Madison Park Staff

Madison Park High has been important in my life this year.

I think Madison Park High has taught me many things this year. I don't mean learning things from the subjects themselves, you always learn something new in every subject but I mean from the students.

I've learned to get along with other students more this year than any other year. I've learned to respect other races and their customs because their customs mean to them what your customs mean to you.

I found that everything my friends say about blacks and Puerto Ricans are not true. I could trust some blacks and Puerto Ricans in this school much more than some friends in my neighborhood.

I also found out that the teachers try to help you more in this school than any other school I've been in. Many teachers are willing to give their extra time just so the student will understand the work better and get better grades. Also, because of Mr. Butters, I probably will have a good paying summer job. He's been pushing and he wouldn't stop until I got a job. Now that's what I call a great school!

Charles Roche
Madison Park Student

EdCo M.E.C.*Political Discovery

Politics as a Learning Experience for Urban and Suburban Students

Teachers from Madison Park High School and the staff of "Political Discovery" share a basic premise — there is a limit to what you can learn about politics from textbooks. The blending of Madison Park, Boston's newest magnet high school dedicated to making community resources available to its students, with Political Discovery, a new magnet program providing students an opportunity to explore politics firsthand, is a natural one.

Working closely this past year with the interdisciplinary team of Madison's BOSTON THEN AND NOW, the Political Discovery staff developed six special programs that served over 135 Madison Park students. The core of each program was a five, full-day exploration of Government Center. In groups of 15, accompanied by a teacher, the students left their regular classes for a week to join with students from five other city and suburban schools to learn about politics firsthand. In the 1975-76 school year, 750 students from a total of 47 different schools in Boston and 14 suburban districts participated in the program.

The pace of the program is lively. Each group of 65 students moves about the city, using as its "classroom" offices and conference rooms borrowed from the city or the state, or from insurance companies, banks, downtown universities, Massport, and the Visual Artists' Union. "Teachers" are those involved in running or influencing government — Secretary Paul Guzzi, State Senator Bill Owens, Representative May Goode, City Council Larry Di'Cara, TV reporter Pat Mitchell, School Committee member Pixie Palladino, Copley Square student activist Marci Cass — the list of speakers runs into the hundreds.

> "The entire program is fantastic. Maybe more important than learning about politics, is learning about and relating to other people."
>
> a student participating in Political Discovery

Students become investigative reporters, quizzing these speakers and each other about their histories, their opinions and their concerns. City council meetings are viewed, as are sessions of the court and legislature. Exploring the Government Center area is valuable on many levels, but the most exciting part of the program for all students is the opportunity to explore it with people from backgrounds quite different from their own.

Since it began in the Spring of 1975, Political Discovery, which was created by a diverse coalition of teachers, students, parents, community activists and government personnel, has served over 1,000 students and 100 teachers from over fifty schools — city and suburban, public, private, and parochial. At the end of each school year, these students are brought together for a day-long conference designed by student planning teams.

Albie Davis
Project Director

*Metropolitan Education Center

Northeastern University Pairing

In and on the Boston Scene

This past year, Northeastern University has been the target of a quiet invasion — so quiet, in fact, that many university people had no idea the new, younger students were on campus.

But, they were here ... dribbling basketballs in the gym, swimming in the pool, singing and dancing and acting in a talent show in the auditorium, and learning new skills in the reading clinic.

Students from Madison Park High School in Boston and District VII schools in Roxbury and the South End came to Northeastern to learn and do things they couldn't do in their high school classrooms.

At the same time the students were on campus, NU personnel went to their high schools as advisors, consultants, guest lecturers and student teaching assistants.

For Madison Park High School, Northeastern's involvement came at the right time.

"Northeastern was on the scene when Madison Park was born last fall," said Tom Hennessey, headmaster of the school, "and NU has been part of the curriculum planning and school operation ever since."

Dissecting a crayfish and looking at pictures of seashells is one way to teach a marine science class. But Ann Hamadeh, MPHS science teacher, and Dr. Patricia Morse, NU associate professor of biology, have come up with a course that combines that kind of classroom work with field study. "The kids will see and feel living marine organisms," said Morse. "They will go to Northeastern's Nahant campus, a living laboratory of marine life."

"We want them to see the marine life they will be reading about," said Hamadeh.

This fall a new emphasis on developing careers in the health professions will give students interested in nursing and other health-care professions the chance to study in a classroom laboratory, by working in Boston hospitals. They will learn hospital lab procedures and clerical duties and observe how large metropolitan hospitals care for patients.

"Madison Park's philosophy parallels Northeastern's own," said Greg Coffin, NU Director of Phase II programs. "Give the students the basic knowledge, then let them take it out into the community to use it. That is why the pairing concept is working at Northeastern."

Northeastern will also give tutorial help through its Reading Center. Under the direction of Dr. Melvin Howards, the center will send five NU interns — graduate and under-graduate students — to aid ninth graders in reading.

This fall, music will be heard once again from the classrooms of the Boston YWCA with the aid of NU's Music Department, headed by Professor Roland Nadeau.

The university pairing arrangement, now in its second year, will continue the open campus programs, which send students out into the city to get on-the-job work experience in their fields of interest. Some of these — such as "Boston: Then and Now," where students learn Boston history by visiting the places where it happened; "Media and Communication," where students learn about the media by visiting TV stations and operating video cameras; and "Business Extern," under the direction of Dr. Ellen Winer, NU Center for Secondary Work Experience Programs, where students looking for business careers work in Boston offices — make the city of Boston into a classroom for the students.

"Northeastern plugs in its resources to the open campus program whenever possible," said Coffin. "This past year our staff has done guest lectures, provided media aids, and taken in students to do their internships in different parts of the university."

Joan Koffman
Northeastern Today —
Alumni Edition

Springfield Elementary Magnet Complex: New North, Brightwood and Lincoln Schools

An Invitation to an Exciting Educational Experience

The focus of the magnet complex will be the educational facilities at the New North Community School — the planetarium, high-intensity mathematics laboratory, special reading facilities, modern theater, outstanding library-media center, highly specialized music laboratories and practice rooms, as well as the olympic-sized swimming pool, triple gymnasium and extensive play areas. Brightwood and Lincoln Schools, which are older facilities, are in the process of being renovated and their students will use the special facilities at the New North. Grades 1-4 will attend Lincoln and Brightwood Schools, while Grades 5 and 6 will attend the New North.

The New North Magnet

In addition to the special facilities already mentioned, the New North also has: a 24-keyboard electronic piano laboratory; a mathematics center; a science center; and an outdoor amphitheater. There are ten "pods" — large open classrooms. The physical arrangements and staffing patterns of the pods permit the greatest possible variety and flexibility of teaching/learning situations. The school will feature a variety of teaching styles to match the learning styles of individual students. The staff has developed three basic styles with sixteen components in each style. The *contemporary pods* will reflect a team teaching pattern, using a multi-text, multi-media approach, and will be highly structured by the teachers. The *individual progress pods* are based on the premise that children learn best at their own pace and will thus use a unified curriculum approach that will meet the specific needs of each child. In the *modified open* pods, children help to plan their own activities within a rich and carefully planned environment. They learn not only basic skills, but also to take the initiative for their own education.

The parent, teacher and student will work together in identifying the teaching-learning style and the environment that is most appropriate for each child. Emphasis on basic skills, which began in primary grades, will be continued and intensified. Instruction will be individualized so that each student can progress at his/her own pace. Exceptionally bright and talented students will have innumerable opportunities to undertake advanced and challenging learning projects. These projects may be in mathematics, science, astronomy, art, music, dramatics or many other fields. An important part of the magnet program at New North will be stress on the exploration of various possible careers. Creative writing will be taught and encouraged. Students' written compositions will be printed in the school's publication center, where the school newspaper and other printed material will be produced by students.

Xenophon A. Beake

The Brightwood Magnet

In addition to a strong basic program of studies at Brightwood School, there will be a special emphasis on an individualized reading program. This program is diagnostic and prescriptive. This means that through a series of tests administered regularly, the needs of each child will be diagnosed and individual prescriptions will be prepared to meet those needs. These prescriptions will consist of the assignment of special activities from an extensive collection of materials and the development of an individualized learning strategy for each student. The special reading program, which is both for remediation and enrichment, will be located in two "Individual Challenge Reading Centers." Each of these centers will be staffed by a specially trained reading teacher and two reading aides. There will also be a full-time music teacher assigned to Brightwood School to increase both the vocal and instrumental music instruction. A variety of special enrichment *mini-courses* will be offered to all of the students. A full-time teacher of Spanish will teach courses in functional Spanish to students in grades 3 and 4 and will develop a Spanish language arts program to be incorporated into the regular language arts program.

The Lincoln Magnet

In addition to the basic Springfield elementary curriculum at Lincoln School, there will be special emphasis on a reading program developed under the national, highly successful "Right to Read" project, which has been in operation at Lincoln School for the past three years. This project, which was federally funded, involved intensive teacher training and the employment of sophisticated "Systems 80" machines. The reading program will employ diagnostic-prescriptive techniques and will be directed by a full-time coordinator.

There will also be *special emphasis on the audio-visual approach* to learning. This emphasis will make extensive use of films, filmstrips, transparencies, sound tapes and combinations of them. Two teachers with special training in basic skill development will be added to the Lincoln School staff. There will also be a special teacher to develop enrichment programs in music and art. All students will have the opportunity to participate in a series of mini-experiences which they will select from a wide variety of choices.

Xenophon A. Beake

Jackson-Mann School

Boston's Most Integrated School

"I have a deep personal interest in the Horace Mann School for it was the means of bringing me to Boston (from Canada). The School Board of Boston at the solicitation of Miss (Sarah) Fuller invited me to the United States for the purpose of helping her teachers in their efforts to teach the children of Boston to speak and to understand speech by watching the movements of the mouth. In April 1871, I entered upon the work."
"It is only right that it should be known that the telephone is one of the products of the work of the Horace Mann School for the Deaf in Boston and resulted from my attempts to benefit the children of this school."

Alexander Graham Bell

When teachers at the New Jackson-Mann School in Allston say they run Boston's most integrated classes, they're talking about more than racial percentages.

There are, of course, the required quotas of blacks and whites; Jackson-Mann is one of the citywide "magnet" schools established by federal court order, and as such it conforms to a racial-balance formula.

Jackson-Mann also has children with special learning problems and children who speak foreign languages. And children who do not speak at all, except to those who know how to listen with their eyes.

Whenever possible, they are grouped together in "regular" classes. And it's working. — "working faster than we expected," according to Mary Deveney.

Miss Deveney was director of the Horace Mann School for the Deaf in Roxbury, one of the two old schools replaced by Jackson-Mann. The other, not surprisingly, was the Andrew Jackson School, a building that was torn down at the age of one hundred.

The hearing-impaired children range in age from 2 to 17. The youngest are receiving special preschool training from Dr. Eleanor Semel and her Boston University students. The older students can transfer to academic programs at Newton North High or to the

Keefe Vocational School in Framingham, depending on their abilities; or, if necessary, stay at Jackson-Mann all through school in work-study programs. Training facilities for these students include simulated houses and industrial shop rooms.

Students with hearing problems are bused from several neighborhoods in Boston and suburban towns. About 25% of the regular students come from the immediate Union Square neighborhood. The others, reflecting the citywide racial balance of 52% white, 36% black and 12% "other minorities," come from East Boston and South Boston, Mission Hill, Charlestown and other Boston districts.

"We're international," said principal Ralph Mann, a descendent of Horace Mann himself. The students include Spanish-speaking children who are taught bilingually, Indians, Chinese and Vietnamese.

The layout of the trapezoid-shaped, brick-and-steel school permits several kinds of classroom situations — from small spaces for six students, to open ones where larger groups are separated only by child-high coat closets.

Coffered ceilings and thick, bittersweet carpeting reduce noise, and even the terminal windows contribute to the quiet with double the normal space between panes.

In addition to the regular classroom areas, the school has a large gymnasium, a modern cafeteria, an extensive library, and special learning areas. The four-story building is one of the finest school facilities in the city.

In short, the environment of the Jackson-Mann is truly responsive to the needs and interests of the children, and provides children with an atmosphere of mutual trust and respect so they can carry on with each other and with adults the kind of open dialogue that is the essence of good education.

Phyllis Coons
Courtesy of The Boston Globe

C.E.C.*"Improvisation"

Overcoming personal and ethnic isolation through acting

"Improvisation" was held this year at the William Monroe Trotter School in Roxbury. Conducted by the Proposition, the program sought to teach skills in improvisation to enhance a non-traditional approach to learning for children and to create a social environment where students could explore their perceptions and discover alternative ways to deal with ethnic tensions and isolation. In addition, the aim for teachers was to provide them with new techniques for non-traditional approaches to curriculum.

The actors and teachers began the program with one of four preliminary team-teaching workshops. These were the first of monthly meetings designed to reaffirm curriculum and improve techniques. During the workshops teachers and interested parents were introduced to basic improvisation skills and they in turn, helped the Proposition staff incorporate these exercises into the curriculum. The improvisation techniques were used to develop concentration and language arts skills, to explore mime, music, radio, and television and to improve understanding of cultural differences and similarities.

These workshops set the tone of cooperation for the entire program. Each actor was paired with two teachers in order to coordinate the program intimately with the teachers' personal methods and curriculum. Throughout the program teachers supplied information to the Proposition actors about areas in which they were having problems and the Proposition worked through that area with the class using improvisation techniques. The teachers then, having a working knowledge of some of these structures, implemented them in everyday teaching. Problem areas for teachers were not limited to academic issues. The Proposition was able to assist them with integrating the students and fostering personal development among the students.

For example, students gained self-confidence and language arts skills when they learned to act out a story they had written or to

*Cultural Education Center

make inanimate objects come alive for a video-taped television show. Last year one boy suddenly developed a sense of humor when he experienced being a big yellow school bus. Another child became expansive both physically and vocally when he took on the identity of an escalator. Other students learned to win and lose gracefully when they participated in the game shows designed by the Proposition which emphasized the reaction of individuals to winning and losing. In addition, units on pantomime, radio and television, "the clown in each of us" and skits had a direct relationship to the school curriculum. For instance, when students were studying Greek mythology during their regular classes, the Proposition actors did a mime section on Pandora's box to make the ancient myth come alive.

It is hoped that the teachers will be able to incorporate these improvisation methods into their regular curriculum. The Proposition anticipates that at the end of 1977 they will be able to assume the role of consultant and perform from time to time in the school.

EdCo M.E.C.*"Learning About Boston (LAB)"

Models for Innovation

"The teachers were beautiful ... I found a friend in all of them."

Ferman Woodberry, *Junior*
Boston Trade High School

"What was so great about it was that we went to every place we studied and got the chance to actually see what we were learning about."

Priscilla Wren, *Junior*
Newton North High School

From February through June of 1976, 160 Boston and suburban high school students attended school full time together at the LAB School, a magnet semester-long program operated by the EdCo Metropolitan Education Center.

"LAB" means Learning About Boston, and the various curricula offered all emphasize use of the rich learning resources in and around the city. The program meets for classes at the Faneuil School on Beacon Hill. Students choose from four major courses:

1. Environmental Discovery — emphasizing land use policy, architecture, planning, and design.
2. EdCo Adventure — emphasizing leadership and career training in recreation, outdoors education, parks management, and related careers.
3. Communications — working with older people, an examination of human development throughout the life cycle.
4. Theater Arts — direct experience in all aspects of theater from acting and technical work to management.

In each major course, students meet about 20 hours a week. About half of that time is spent in classroom activities. For example, students in Environmental Discovery conduct mapping exercises, keep a careful journal and read and discuss literature relating to environmental issues. Four hours per week in each major are taught by a certified English teacher who also has tutors available to assist with students needing individual attention.

About half of the time in the majors is spent in field trips and exercises. Students interview officials in government agencies; work as volunteers in child care centers, environmental agencies, or the State House; and work on small group projects.

Some LAB students also take one or two college level courses at cooperating colleges like Suffolk University, and the University of Massachusetts, and Bunker Hill Community College.

In addition, all students have the opportunity to attend a 3-day outdoors program at Boston University's Sargent Camp in Peterboro, New Hampshire.

Alan Weisberg
Project Director

*Metropolitan Education Center

New Bedford's Thomas A. Greene Elementary School

A State Board member looks at success from her own efforts as a parent

It all started in 1964-65 as the State Racial Imbalance Act was being enforced. At that time I had five children in elementary schools in New Bedford. I soon discovered that if they were to be educated to meet their individual needs and the needs of the real world of work, it would be *my responsibility* to see that their educational needs were met.

For this reason I had children in five different elementary schools, including one in a parochial school, at the same time. Of course this proved to be quite a physical strain on me, and I decided to do something about it. At this time my parochial school child was about to commence another school year as the 40th student in the class with only one teacher. We then decided to transfer him to the public neighborhood school, the T. A. Greene, only to discover that this school was earmarked to be closed due to low enrollments. This was due to voluntary busing out of minority children to schools in the white neighborhood to racially balance the school system, or so the local education agency assumed.

In fact the children were bused out to receive a better education than was provided for them in the "ghetto" schools. This is the reason I had bused my other two sons to the Lincoln School. Rather than force this action on my second grader, I proceeded to discuss this problem of the school closing with other parents in the neighborhood. Together, we formed a strong P.T.A. for the doomed T. A. Greene School and proceeded from there.

Because the school staff had been transferred to other schools, and also due to a shortage of teachers in New Bedford, we pooled our resources including those of the parents of 21 white children whom we had recruited, to advertise for professional staff, including the principal. Since this was an expensive activity, we decided that in order to make it worth our efforts we would demand from the school committee veto power to hire and retain staff. After several months of confrontations, demonstrations and meetings with the powers that be, we were successful in keeping the school open, recruiting and hiring all staff.

I was president of the P.T.A. for three years during which we succeeded in integrating this school and in developing its curriculum by insisting upon release time for teacher planning and in-service training. We were instrumental in upgrading the physical appearance of the building to provide a pleasant educational atmosphere conducive to learning. This provided the additional space needed for individualized teaching which minority students still have need of.

Because of these activities at the local and state level, I became involved in organizing the residents for a new school in another area. These efforts paid off because we planned curriculum development, site selection, and the design of an estimated twelve million dollar school in the neighborhood. Through the efforts of the community, we succeeded in persuading the L.E.A. to rename the school after a prominent Cape Verdean attorney, Alfred J. Gomes. This elementary school building is scheduled to open in September 1977 after many years of hard work by the "Committee of Concerned Parents and Residents," on which I have had the distinct honor of serving as chairperson. It is my desire that the Alfred J. Gomes School will continue to provide the type of education needed by its students in order to prepare them for the challenging world which lies ahead.

Mary Barros, *member of the Massachusetts Board of Education*

Kim Marshall

Why Parent Involvement?

Boston parents organize

When Phase I of Judge Garrity's court order was implemented in September of 1974, parents in this city reacted in a variety of ways. Some moved out of the city, some enrolled their children in private schools, and many kept their children at home and boycotted. The majority of parents, however, complied with the court order. Prior to the opening of schools, open house was held in all Boston Public Schools and, although filled with fear and apprehension, parents visited schools to which their children had been assigned. In many cases they found the school facilities in poor condition and were angry. They met with school principals, district superintendents and school department personnel to discuss building repairs, Chapter 766, transportation, and a host of other issues.

Parents joined Racial-Ethnic Parent Councils, the Citywide Parents' Advisory Council, and, later, Community District Advisory Councils. They became actively involved in the educational process of their children's schools. Through their efforts, building repairs were made, special programs were initiated, and for the first time, parent involvement meant more than sponsoring social functions at individual schools.

Why did parents get involved? Not because they favored Phase I and II of the court order — compliance does not mean acceptance. They became involved initially out of fear for their children's safety and education. Soon, however, as parents became more and more involved in their children's schools, that fear changed to anger and then to action.

People ask, "Why parent involvement?" The answer, put quite simply, is their children. The Boston school system can become the standard of excellence in education — through strong parent participation.

What's wrong with my child's school? How can I tell what the problems are? Can I really expect that our parent council will be able to solve some of the problems?

These are just some of the questions parents all over the city asked themselves last year, and will be asking again as the 1976-'77 school year gets underway. It's been a long year. A great deal was learned, some of which might help make other community councils successful.

Those who had never been involved in schools before learned very quickly that they didn't have to know a great deal about the problems. Parents came to council meetings or telephoned council members about their problems. Sometimes the problems were small ones like broken windows in classrooms, and sometimes serious ones like discipline problems.

Contact was made with all the parents of students in the school by sending memos home with all the students, introducing the parent council members and giving out members' telephone numbers.

For the past two years, great changes have occurred in the Boston Public School System, particularly where parent involvement is concerned.

With the advent of Phase I and Phase II, court-mandated groups were established on citywide and local levels to contend with a multitude of issues. CPAC (Citywide Parents' Advisory Council) is one of the court mandated groups. It is comprised of 22 parents, 18 representing the nine school districts, and 4 representing Hispanic and Chinese-American parents on a citywide basis. One black and one white parent are elected by parents serving on Racial-Ethnic Parent Councils (RPC's) in each district for a period of one year. CPAC has been empowered by the court to monitor and advise all RPC's in the city.

Since its inception, the parents serving on CPAC have assimilated a vast amount of information ranging from the rights and responsibilities of RPC's to Chapter 766 programs.

Racial-Ethnic Councils were established by Judge Garrity in his October 4, 1974 court order. It was intended that these council would provide a means for parents and students to deal with ra cial problems in the schools and "promote an environment o understanding and common purpose among the various elemen of the community."

The court guidelines outline the procedure for the election o members to the councils. Black and white parents will be electe by caucuses of their respective races to form Racial-Ethnic Parent Councils (RPC's). Students will be elected, in the same way, t form Racial-Ethnic Students' Councils (RSC's). Spanish-speakin and oriental parents will be represented if there are 60 or mo students of these ethnic origins in the schools.

Parent councils, on the elementary school level, have three rep resentatives from each racial or ethnic group, middle schools hav four, and high school parent and student councils have five repre sentatives from each group.

RPC's and RSC's are mandated to meet once a month; howe er, this does not restrict them from conveying more frequentl The councils are free to adopt their own by-laws and procedures long as they are consistent with the October 4th court order. Th court order is vague and permits parents tremendous leeway i the formulation of procedures and by-laws. Judge Garrity di provide the RPC's with a list of rights and responsibilities to aid i the formulation of their by-laws:

Rights

1. RPC's have the right of reasonable access to school records pe taining to a particular problem.
2. RPC's have the authority to investigate both their own an other schools.
3. RPC's have the right to propose modifications to existin school programs.
4. RPC's have the authorization to request assistance from withi the school department.
5. (CPAC) Citywide Parents' Advisory Council provides suppo to the RPC's in each district.
6. The principal and faculty should make themselves available t aid the councils in the investigation of racially oriented schoo problems.

Responsibilities

1. RPC members are responsible for electing members of CPAC, and the CDAC's.
2. RPC's are responsible for electing co-chairpersons from each racial-ethnic group represented on the Council; they will preside as determined by members of the Council.
3. All RPC meetings must be held on public property, but it is up to the individual RPC's to decide if the meetings are public or held in executive session. Reasonable notice must be provided to school administrators and the faculty senate chairpersons.
4. The RPC must accept requests for time on the agenda from any council member, parent, student, or employee in that school.
5. RPC's have the responsibility for participating with school personnel and the CDAC's in developing an annual report covering the progress of the school. Three parent members serve on community screening committees. These committees interview prospective candidates for principal vacancies.

Lee Valenti and Judy Conway
CPAC Handbook

James M. Curley Elementary School Parents

A Parent's perspective on her own involvement

When our two boys started back to school in the fall of 1975, my husband and I decided that we were going back to school also. Previous to that year, our children had gone to the neighborhood school. I was on the Board of the Home and School Association at that school and had been frustrated with the lack of involvement by parents in educational issues.

My husband became a member of the Racial-Ethnic Parents Council (RPC) at the James M. Curley, and I became a member of the Board of the Home and School Association. I also attended a Tuesday morning coffee hour for parents at the school. During the year these coffee hours covered a variety of subjects. We had speakers on children and nutrition, dental health, a speaker from Action for Children's Television, speakers on 766 and Title I. Some coffee hours were devoted to arts and crafts, such as cake decoration and pine cone wreaths. Many of these arts and crafts items were sold at school bazaars, and the money made was used to pay for special trips for the children and equipment for the school. Wheelock College provided supervised child care for preschool children during these coffee hours so that the mothers of young children could come and be free to participate. Karen Worth and Harriet Malick of Wheelock College were very helpful to the parents in organizing these coffee hours.

I also volunteered in the school library and was able to see the changes in the library made possible through the James M. Curley-Wheelock collaborative. Two part-time library aides were hired, and, as the year progressed, many exciting changes were made, making the library a more enjoyable and educational experience for the children.

Through the James M. Curley-Wheelock collaborative, two paid part-time parent coordinators and a paid newsletter editor were hired. These three people were chosen by the parents of the school and are parents of children attending the school. The main responsibility of the parent coordinators is to get as many parents

as possible involved in the school. The newsletter has been enthusiastically received by all involved in the school. The Wheelock staff at the Curley School did a great deal to encourage parental involvement.

The City-wide Educational Coalition was an invaluable source for information about the schools and for encouraging parents to feel that their ideas were important and that parents as a group could make positive changes in the schools.

Throughout the year I attended meetings on transportation problems in District 9, School Committee meetings on class size, and other citywide meetings concerning problems in the schools.

I want our children to have a good educational experience in the Boston public schools and believe that active participation by parents is one of the best ways to ensure that the children get this good education. Last year I saw what parental involvement and pressure can do and believe that all the hours and effort were worth the results we achieved.

I believe that we are fortunate in having our children attending the James M. Curley School. In our school, the principal and faculty have been most helpful to parents. We feel that the start we have made at the Curley can serve as a model for parents in any other Boston school.

Margaret C. Moloney
Parent

Kim Marshall

Bedford's METCO Black Awareness Course

Suburban Parents Developing Curriculum

There are many activities in which suburban parents and community members can involve themselves that may help to cultivate a supportive and healthy atmosphere for the implementation of the METCO program. One such example of this type of action by concerned parents is that of the development of a "Black Awareness" program for the Bedford Elementary schools by six local women during the school year 1973-'74.

The resulting course material entitled "Some Facts and Feelings in the Development of Black Awareness" is an attempt, not only to compensate for some of the inadequacies of educational materials to convey accurately and completely the history and culture of the black person in American life, but also to stimulate the students in their thinking and understanding of black people.

The course introduces the students to various black personalities from the past and present who have made significant contributions to American life, and exposes them to the poetry, prose and music of some outstanding black spokesman. The program utilizes slides, filmstrips, posters, pictures and opportunities for discussions to enrich and enhance the students' learning experience.

Months of research, writing and hard work by the Bedford parents culminated in the pilot of the program which was carried out over a six-week period in the Spring of 1974 in three sixth grade classrooms at the Davis School. Judging from the students' response throughout the presentation, the program was a success.

The Black Awareness Course was presented to and accepted by the Bedford School Committee as a resource material for the sixth grade social studies curriculum on May 23, 1974. At a workshop session in the Fall following the Spring presentation, copies of the course were distributed to teachers in all of the elementary schools in Bedford. The course is easily adaptable to other grade levels and other areas of study. The Merrimack Education Center, 101 Mill Road, Chelmsford, Mass. 01824 listed the program in their catalog and the complete course is on microfiche which is available from them.

It is the firm belief of the Bedford parents involved in the Black Awareness project that their children's education is incomplete and inadequate without knowledge that combats racism and leads to appreciation of cultural differences. It is this same desire to promote cultural understanding that led these parents to their subsequent and continuing involvement with the METCO program when that program was implemented in the Bedford Schools.

It is their hope that the Black Awareness materials helped to create an atmosphere supportive to programs such as METCO, and that as a consequence, Bedford students will continue to further develop their awareness of the dignity of every person.

Muriel M. Morris
Parent

Bureau of Equal Educational Opportunity Staff

Aid to Professionals of Parental Input

The impetus behind public school reform has shifted in the past decade away from the professional educators toward parents and community interests. Parent involvement in the public schools suggests reallocation of power and responsibility which, in the eyes of those who have traditionally held power and responsibility — school boards, teachers, administrators — is often received with alarm and resistance. Professional resistance to parent "encroachment" is usually successful. It is the skilled professional that views parent involvement as support, not as a challenge. The trick is finding meaningful, constructive and responsible functions for parents and community groups to fill.

A major emphasis of the state Department of Education's Bureau of Equal Educational Opportunity, in writing guidelines for proposal submission for magnet schools, magnet programs, and other educational improvement projects has been clearly identifying roles for parents in all stages of proposal development, implementation and evaluation. Roles have been specified both for established parent and community groups, such as the Racial Ethnic Councils and the Community District Advisory Councils in Boston, and for individual parents with special skills or interest.

We are proud of the amount of parent activity in support of educational improvement that our guidelines and regulations have spawned. Along with many others at the local, state and Federal level, we are building viable institutional support for parent involvement in the public schools.

Charles McMillan
EEO Staff

The involvement of parents in needs assessments program planning and monitoring has evolved as one of the major accomplishments in the post-desegregation era. Parents were often considered to be intruders who lacked necessary ability to make useful contributions, while the more articulate parent would always have access to a principal and teacher. Parents impact would depend upon how well they were received by administrators and teachers.

A special feature of the university-school relationship was to give status to parent representation. The various parent councils were to have a defined role so that they would no longer be perceived as "intruders". The process of development, implementation and assessment of results of educational programs had to include giving scope and authority to parent representatives.

The relationships between school, parent representatives and a paired university have been known to experience problems that are related to personalities of the various groups. Changes within the organizations are often a useful method by which to reduce hostilities and improve performance of the groups. Some of the strategies used may include assuring that most of the meetings are convened at convenient times at locations such as school buildings or community centers, in order to give a sense of ownership to parent groups.

It is useful too that the state maintain close contact with the operations of the groups, for the purpose of performing a facilitating role. In fact, parent groups look to the state for leadership, direction and support. The Bureau of Equal Educational Opportunity has in the past held meetings that bring all members of the implementation team together for open dialogue.

The most common concern expressed by parent groups is a displeasure at not being fully involved in the planning and developmental states of educational programs which they are asked to support. They also seek clear guidelines as to their role in monitoring and evaluation. The bureau is committed to ensuring that appropriate parent representatives are supported in their effort to improve the school-home relationship.

Karl R. Fuller
EEO Staff

IV. New Directions, Old Questions

Conclusion

"Schools and programs of choice" which further integration have grown so rapidly in Massachusetts over the past two years that we have had little chance to catch our breath and remind ourselves of the original intentions. Ten years of gradual development and two years of furious expansion are described in this publication. I will try — halfway through an additional year — to sum up what we think we have been about.

The Intentions of the Legislature

The governor and general court were attempting, in 1974, to find an alternative to mandatory reassignments which would not represent abandonment of the Commonwealth's commitment to integration of schools. The Trotter School, METCO, and Operation Exodus were often mentioned in those discussions, and the program adopted as Chapter 636 was intended to provide financial incentives to a great expansion of such voluntary efforts.

As things worked out, the state and federal courts did not allow Boston and Springfield to abandon the mandatory reassignment plans which had been ordered by the Board of Education. To some extent, then, the intention of the Legislature was frustrated. But in fact, voluntary transfers have proven an important supplement to such assignments, providing welcome flexibility, educational progress, and a reduction in the number of students requiring mandatory assignments.

In addition, the state funding for magnet schools and programs have made it possible for other districts — Lawrence, Fall River, New Bedford, Cambridge, Worcester — to take voluntary desegregation steps which may avert the necessity of reassignments. It is not yet clear whether the will exists in these districts to extend voluntary programs to their full potential, but a welcome start has been made.

The Intentions of the EEO staff

I can speak for myself, as one of the staff members who has worked with school people and parents in the development of these voluntary programs, to say that magnet schools and programs have represented a chance to see some of my most deeply-held convictions about education translated into at least a partial reality.

I believe that students learn as much from the organizational context of their schooling as they do from the actual instruction — that the medium is the message; the school is, in a sense, its curriculum. We have to prepare students to make choices in life by letting them make choices about their schooling — not "do your own thing" choices, but choices which represent commitments and have consequences, as do the choices they will have to make as adults. Minority students and female students, in particular, need strengthening in their choosing and follow-through skills, since they will in many areas have to choose against tradition and peer expectations if we are to have a society integrated at all levels.

Magnet schools and magnet programs represent a significant area of choice for students, and therefore a chance to learn choosing skills. Let me stress that these are choices at a cost, choices representing effort and commitment, choices which exclude other choices — in a word, they are *real*. Thus these schools and programs, in themselves and prior to the question of program content, represent a learning opportunity which is subtle but important.

I believe that students need to learn a respect for competence, and a sense of its rewards. A miasma of discouragement hangs over many inner-city schools because so high a proportion of the students is defined and perceived as requiring educational remediation. This perception communicates itself to the students and their parents, and works in turn to depress achievement.

Many able teachers and administrators in inner-city schools are aware of this problem, and place a stress on recognizing and rewarding achievements of all kinds, building pride, and then turning this pride toward the development of academic skills. Magnet schools and programs represent an opportunity, however, to provide models of achievement and to reward varied competence. Because they are "thematic" they encourage a stress on specialization of skills or knowledge in a particular area. This specialization can include achievement for many students with a wide range of academic skill. In addition, most magnet schools and programs are associated with cultural institutions which offer models of excellence in music, acting, dance, and a whole variety of attractive and interesting competencies. Students can learn something of the disciplined work involved in becoming an actor, for example, and the rewards of doing that well. Once learned, the habit and taste of competence may be carried over into other areas, including academic skills.

It is for this reason that we have insisted that supplementary programs and services be planned with the classroom teachers and tied to the instructional program of whatever schools the students attend. We believe that magnet programs and specialized components of magnet schools can be highly motivating and carry over into academic achievement.

And I believe that schools tend to be culturally monotonous — that is, of one tone — and therefore fail either to reflect or to prepare children for life in a society which is diverse, humorous, painful, and dynamic. Racial integration is a step away from this monotony, but integration by no means assures interaction, adaptation, and creative tension reflecting human diversity. It is obvious, on the other hand, that such interaction is less likely to occur if all the students are very much alike in race or social class.

Magnet schools and programs, because their cornerstone is racial integration freely chosen, can offer opportunities for interaction under favorable circumstances. We have asked that each school and program show how such interaction will be encouraged and assessed.

In addition, many magnet schools and programs lean heavily upon outside agencies and community groups as part of their educational resources. Often these are uneasy alliances, and

all parties have a great deal to learn. It is especially difficult to assure that outside resources are related to the basic instruction. As one elementary principal said, "We do our teaching from 9 to 12 every day, then after lunch we have the projects you fund." But the reading and math programs in more and more schools are coming to reflect outside contributions, and to have a special flavor distinctive from American Education Bland.

Finally, we are placing a heavy emphasis, this year, on the infusion of materials and approaches reflecting ethnic diversity at the elementary level, and encouraging non-stereotyped career choices at the middle school level.

This emphasis includes substantial experiences outside of school walls, with ethnic organizations and with a wide variety of employers. In this way students will come to experience both the familiar and the unfamiliar in a new way, interpreted and mediated by creative teachers.

In these and other ways, magnet schools and magnet programs are making *educational* sense, as well as continuing the Commonwealth's commitment to school integration. It is much too early to predict whether they will have a significant impact on the way schools and school systems do their business, or whether they will remain a limited — though valuable — option for a relatively few students.

In any event, and as this publication shows so amply, we have all been having a good time developing and implementing these voluntary programs, and share a sense of excitement about their potential.

Charles Glenn

Magnet Schools Funded 1976-1977

CAMBRIDGE:

King Elementary School *(500 students)*

This open school magnet program is designed to encourage voluntary attendance of non-minority students as a measure to deal with the potential racial imbalance (currently 46% non-white). It provides for parent involvement in the activities of the school through the hiring of a half-time parent coordinator to work with the Parent-Staff Policy Board. It provides individualized planning and attention for each child through the services of a community aide. It emphasizes the multi-cultural resources within the school community by developing curriculum units that study the cultural/ethnic groups within its community, and enables constructive interactions between teaching teams, children and parents through the employment of a staff developer. *$20,700*

Cambridge Alternative School *(205 students)*

This racially balanced public school serves 205 students K-8. The school operates under a student admission policy which will assure continued racial balance and impact upon imbalance and isolation. The project allows the school to recruit Hispanic students who require special support for making the transition from bilingual classes, to strengthen its instructional program with additional paraprofessional staff support, materials and equipment and provide needed staff development support directed toward individualized learning experiences for students. *$33,800*

BOSTON:

Donald McKay Science Magnet Elementary *(260 students)*

A reading learning center and verbal skills curriculum will offer individualized learning for reading readiness, beginning reading, comprehension and environment skills. *$9,695*

Charles E. Mackey *(200 students)*

"Animal Friends," presented as a program by the Animal Rescue League to supplement a sixth grade science class, will focus on pet health care, the role of a humane society and careers available in services to animals. *$2,3[illegible]*

Dennis C. Haley Science Magnet Elementary School *(220 students)*

A reading program provides paraprofessional and professional staff for individualized learning and small group tutoring. *$18,815*

Curtis Guild Elementary Magnet Language Arts School *(150 students)*

Development of a creative language arts curriculum with special training through workshops offered by the Lesley College Graduate School will encourage poetry, art and creative writing skills of students. *$19,936*

English High School *(1500 students)*
Collaboration with Brandeis University is around theatre arts, including bilingual theatre and arts for students with special needs. Classes are offered by actors, dancers, and guest artists. *$91,000*

Ohrenberger Elementary School *(450 students)*
Emmanuel College is collaborating with the school to enrich the curriculum in eight areas, including reading, science, values classification, tutorial aid, specials needs instruction, library media and physical education. *$57,000*

English High School
Collaboration with Massachusetts College of Art offers exploratory programs, human development, and career electives; includes staff development and involvement of parents. *$45,000*

Charles Mackey Middle School *(200 students)*
Collaboration with Massachusetts College of Pharmacy offers programs of learning alternatives and career education. It includes many outside agencies such as Community Music Center, Associated Artists Opera, Animal Rescue League, Stage I, and El Centro del Cardenal. *$88,372*

East Boston Technical High (Mario Umano/Harbor School) *(500 students)*
Collaboration with Massachusetts Institute of Technology is developing a city-wide magnet school for career preparation in science and technology, at all ability levels. First year of implementation. *$144,997*

Boston Latin Academy *(1500 students)*
Collaboration with Regis College provides remedial support, enrichment, human relations skills, and multi-ethnic curriculum. *$41,962*

English High School *(1500 students)*
Collaboration with UMass/Amherst provides inservice training and planning in the development of alternative programs and the strengthening of existing ones. *$74,989*

Boston Latin School *(1300 students)*
Collaboration with Wellesley College strengthens equal access of minority students to this selective school. *$53,000*

Jackson-Mann Elementary *(500 students)*
"Moving and Growing Together": a collaboration with Boston University, includes perceptual/motor skill development, and a residential program in Maine. *$16,000*

Martin Luther King Jr. Middle *(500 students)*
Collaboration with Antioch Institute for Open Education is for strengthening curriculum offerings, staff skills, and services to students, including extensive work in language arts and career development, and involvement of parent and community aides. It also involves Stage I Theatre Workshop and several Roxbury agencies. *$95,000*

***Madison Park High** (1500 students)*
Collaboration with Northeastern University is to establish a model for relevant career-oriented secondary education, addressing basic skills, improving pupil personnel services, "energizing" the magnet elements, and preparing to move into a new facility. *$130,000*

***Boston Technical High** (1,000 students)*
Collaboration with Tufts University is developing curriculum for improving career potential and opportunities, and to assist students in the development of stronger verbal skills. *$49,999*

***James M. Curley Magnet Elementary** (292 students)*
The Wheelock College Collaborative includes programs for children with special needs, a multi-cultural environment program, basic skills support, a library program and improved parental involvement. *$47,825*

***Donald McKay Science Elementary** (260 students)*
The Science, Arts and Animals program involves the Boston Zoological Society and Children's Museum in enriching the curriculum by focusing on plant life, animal habitats and survival, as well as basic skills reinforcement. *$27,981*

***Curtis Guild Magnet Elementary** (150 students)*

***William H. Ohrenberger Magnet Elementary** (450 students)*
The Learning Museums in Schools program involves the Museum of Comparative Zoology which creates a mini-museum in the school while teaching about exhibits, curating, categorizing and presentation. *$17,538*

***William M. Trotter Elementary** (450 students)*
The Arts in Education program, directed by the Proposition Workshop, introduces students to improvisation and develops creativity, self image and natural rhythms. *$13,500*

***Madison Park High** (1,500 students)*
A theatre program involves the Theatre Company of Boston and the Pocket Mime Theatre in implementing a year-long course on production and acting skills, movement, mime, and play reading and writing. *$16,947*

***Rafael Hernandez Elementary** (100 students)*
The Theatre Laboratory Workshop is a two-part program which involves the Stage One Workshop in introducing the students to body movement, sensory awareness and story telling. *$6,180*

***Donald McKay Science Magnet Elementary** (260 students*
Broadening Horizons involves the Museum of Science in offering introductions to biology, physiology, astronomy and physics. *$7,975*

***James W. Hennigan Multi-cultural Magnet Elementary** (625 students)*
The collaborative with Lesley College focuses on developing reading skills through small group tutoring, hiring of aides, a school magazine and enrichment materials for the library. *$59,401*

Copley Square High School *(500 students)*
The Communications Arts program was developed by Emerson College/Copley Collaborative. It highlights mass communication, speech, theatre, career education, effective evaluation and increased parental involvement. *$99,000*

William Monroe Trotter Elementary *(450 students)*
A basic skills math program includes parental involvement, and a home reading program to reinforce reading at home, including workshops for parents and teachers; collaboration with Suffolk University. *$27,862*

Horace Mann Middle School *(267 students)*
Multi-ethnic backgrounds are explored through a video process documentary of students, teachers and parents. Students research a topic, write a script and organize several field trips to videotape the multi-ethnic cultural heritage of Boston; with Suffolk University. *$32,990*

Copley Square High School *(500 students)*
A pilot program in career-oriented foreign language education trains 24 juniors/seniors, half English-dominant and half Spanish-dominant, in entry-level skills directed toward several occupations: Spanish for Civil Service, Spanish in Law Enforcement, Spanish in Medical Professions, and Commercial Spanish; with Suffolk University. *$7,859*

Dennis C. Haley Science Magnet Elementary *(625 students)*
The collaboration with Wheelock College focuses on reading, science and educational enrichment. *$32,450*

Copley Square High School *(500 students)*
A math skills laboratory includes a parent-teacher team to improve diagnosis and remediation of math skills. *$22,198*

James W. Hennigan Elementary *(622 students)*
SYZYGY II is a bilingual education program with academic and interpersonal objectives met through instructional activities designed to teach animal habitats, food and food webs, animal locations, endangered species, zoos, and the interdependence of all living beings, for bilingual and non-bilingual students in grades 2 and 3; with Boston Zoological Society. *$6,797*

James W. Hennigan Multi-cultural Magnet Elementary *(625 students)*
The Tribal Rhythms program involves the Cooperative Arts Institute and provides monthly activities in music, movement, storytelling and visual arts to create a spirit of "tribal" unity. *$10,518*

City-Wide Magnet District *(16,000 students)*

— bilingual special education materials acquisition	*$5,300*
— staffing for magnet school libraries	*$46,149*
— development of bilingual curriculum guides	*$4,904*
— resource center for teachers, students, parents	*$41,550*
— strengthening services to special needs students, with Regis College	*$25,000*

SPRINGFIELD

New North Elementary School *(1,150 students)*

The staff has developed three basic teaching styles with sixteen components in each style. The parent, teacher, and student work together in identifying the teacher-learning style and the environment that is most appropriate for each child.

An important part of the magnet program at New North is stress on the exploration of various possible careers. Creative writing is taught and encouraged. Student's written compositions are printed in the school's innovative publications center. *$112,000*

Brightwood Elementary *(504 students)*

A variety of special enrichment mini-courses are offered to all of the students. There is also a full-time teacher of Spanish to teach courses in functional Spanish to students in grades 3 and 4 and to develop a Spanish language arts program to be incorporated into the regular language arts program. *$46,000*

Lincoln Elementary School *(427 students)*

There is special emphasis on the audio-visual approach to learning. This emphasis makes extensive use of films, filmstrips, transparencies, sound tapes, and combinations of these. *$51,900*

Alternative Junior High School *(100 students)*

Pupils are volunteers, or were referred based upon a need for different structure in their educational program. Admission is with written parental approval, and the program is racially balanced. A modified curriculum and overall organization was developed by a special task force which emphasizes flexibility, and special consideration of pupil interests. *$57,600*

NEW BEDFORD

New Carney Academy and New Gomes School *(1800 students)*

The New Bedford Long Range Racial Balance Plan, which was approved by the state board in 1971, involved construction of two large elementary schools drawing racially-mixed enrollments from a wide area, and replacing six facilities now in use. These schools opened in September, and this grant funds a planning process in July, involving both entire faculties and representative parents, to develop educational philosophy, review curriculum for racial and sexual stereotyping, organize instruction, and refine procedures for maximum integration of bilingual and special needs students. *$28,480*

Thomas A. Greene Elementary *(156 students)*

Multi-cultural programs in this magnet school use the Cape Cod National Seashore Park, Performing Arts Repertory Theatre Company, Slater Mill Historic Site, and several Boston museums. *$10,903*

Magnet Programs Funded 1976-1977

Four Boston High Schools.
(100 students) *$20,290*
Another Course to College is a city/university transitional studies program to identify and recruit low income urban students and prepare them for higher education. Based at University of Massachusetts.

Lawrence, Andover, North
Andover, Phillips Academy,
Greater Lawrence Reg. Voc. H.S.
(300 students) *$13,375*
The LARC Phase Two Project is designed as a joint venture between an urban area and its neighboring suburban communities. Three areas of cultural experiences will be presented: History and Culture, Family and Culture, and Bilingual Career Exploration.

Boston, Bedford, Brookline,
Cambridge, Lexington,
Lincoln-Sudbury, Medford,
Waltham High Schools, Edco,
Project Adventure, Concerned
Citizens for Elder Affairs. (175
students) *$135,000*
L.A.B. (Learning About Boston) is a group of semester-long magnet programs. Included are: Environmental Discovery, Theater Arts, L.A.B. Adventure (an outdoor education program) and Communications (an inter-generational program). Participants are half from Boston, half from the suburbs.

Randolph, Boston. (60 students)
$9,000
Dance Workshops — involving Concert Dance Company. Brings together urban and suburban upper elementary school students for activities which include in-school performances by professional dancers, 4 curriculum sessions and student presentations. The program emphasizes inter-racial integration and ethnic racial awareness and understanding.

New Bedford. (9,848 students)
$17,611
A Social Studies Curriculum for Fourth Grade Students provides for the development of a comprehensive social studies curriculum for fourth grade students and in particular for students to be served in magnet schools.

Watertown, Newton, Cambridge,
Chelsea, Revere, Lincoln-Sudbury,
Boston. (450 students) *$79,988*

Political Discovery brings together an integrated group of secondary school students from the city and suburbs to learn about the political process and each other. The program takes advantage of the rich resources of Boston's Government Center. The basic program lasts for one week with additional activities before and after.

Watertown, Newton, Medford,
Randolph, Lincoln-Sudbury,
Boston Museum of Fine Arts,
Museum of Afro-American
History, Museum of
Transportation, Concert Dance,
Pocket Mime, Stage One, Theatre
Workshop. (175 students)
$58,000

The American Experience Program is an integrated participative study of the last century of American social history. On-site in Boston Area neighborhoods, museums, and art centers. Groups of students and classroom teachers work with scholars and performing artists to explore immigration, mobility, minority group history, war and industrialization. This program is part of the involved schools' bilingual, theatre, language and history programs.

Randolph, Boston, New England
Aquarium. (60 students) *$10,976*

The World of Water is a new program for sixth-graders who will meet to promote inter-cultural understanding and to learn about water and marine life. Understanding and respect for people of different races will be built by involving students in cooperative experiences while they develop skills in using the "scientific method."

Stoneham, Boston, Dorchester
House, Boston Zoological Society.
(150 students) *$34,129*

The Arts and Animals Program. One hundred and fifty students participate in this program. This is one integrated program dealing with animal adaptations, inter-relationships, habits etc. at Franklin Park Zoo, clay modelling and movement workshops at Dorchester House as well as exchange visits between schools. The Program will deal with inter-racial and multi-cultural awareness issues.

Boston, Randolph, Museum of
Transportation. (240 students)
$43,969
The Moving Game is a program on transportation skills and city exploration for an integrated group of seventh grade students. Students will meet daily for 2 non-consecutive weeks spending time at the Museum of Transportation, learning trips by subway and minivan, and at their schools. Inter-racial awareness objectives will be accomplished by assisting students in examining the interdependence of people and places.

Boston, Burlington, Wellesley,
Arlington, Needham,
Metropolitan Planning Project.
(200 students) *$36,618*
Metropairways — urban and suburban elementary and middle school students will be paired. Classroom teachers and parents collaboratively develop and implement curriculum in areas such as environmental studies, language arts, and a social studies comparison between Puerto Rican and American life styles.

Arlington, Brookline, Cambridge,
Lexington, Medford, Newton,
Waltham, Watertown, Wellesley,
Boston. (500 students) *$124,000*
Metropathways provides high school students with six study options, as follows: (1) Ethnic-City, (2) Career Exploration, (3) Political Perspectives, (4 and 5) Theatre Arts I and II, and (6) People in the Environment.

Boston, Ponkapoag Outdoor
Center. (90 students) *$3,959*
The Magnet Environmental Education Program academic and social experiences for students ages 10-12 in a community setting at Ponkapoag Outdoor Center. Purposes include learning about and sharing community responsibilities, increasing appreciation for the environment and learning by doing.

English High School, Brighton
High School, East Boston High
School. (90 students) *$10,138*
Boston Today English and math skills will be reinforced via use of photography. Bilingual students new to the city and other young people of different ethnic and racial backgrounds learn about governmental organizations, jobs and educational opportunities.

Springfield, (480 students)
$46,604
Magnet Education Program for Gifted and Talented Students provides intensive enrichment activities for students at grade levels 5 through 9. Programs are offered in Communication Arts, Art Through Sculpture, Drama and Theatre, Computer Programming, Science, Social Studies, and Foreign Language.

Springfield. (500 students)
$50,551
The Expanded Magnet High School Program brings high school tudents from four high schools together to participate in ten different 9-week mini-courses at Springfield Technical Community College, the Science Museum, and at Classical High School. The project also provides training in career exploration content areas for Springfield teachers who will subsequently offer these courses as a part of the regular school program.

Worcester. (500 students) *$12,000*
Project SEP has been designed to relieve the racial isolation which exists at Clark Street School and to ease the transition of 7th grade students to the Burncoat Junior High School. Each school day from January through June a class from Clark Street would be "paired" with a class from one of the other participating schools in an activity which has been mutually developed by the classroom teacher and the head teacher employed through Project SEP.

Fall River, Portuguese Youth
Cultural Organization,
Transitional Bilingual Education
Department. (300 students)
$32,510
The Magnet Education Program is designed to eliminate physical, educational, social and psychological isolation that presently exists for a target group of 150 bilingual 7th, 8th and 9th grade minority Portuguese students at the Morton North and Hartwell Street School. The main objective of this program is to integrate these students with their Anglo counterparts at Morton Junior High School for 20% of their educational program in order to provide an equal educational curriculum, to overcome deficiencies in guidance and to enhance educational and career opportunities.

Cambridge, Boston, Watertown,
Museum of Afro-American
History, Black Heritage Trail.
(175 students) *$37,700*
The Multicultural Program involves the teaching of concepts related to immigration, culture, ethnicity and stereotyping: Children and teachers will explore cultural similarities and differences among ethnic groups, will learn to appreciate that dance, music and folk literature uniquely express the cultures of people, and will study the histories and cultures of ethnic groups represented by the children. Activities will include teacher training, resident artists, films, interaction, cooking, occupational explorations, neighborhood studies, dance, song, dramatic improvisations of folk tales.

Boston: William M. Trotter
Elementary; Needham: Hillside
Elementary. (60 students) *$14,979*
Outdoor Discovery uses individual and team achievement to instill the recognition of individual worth and self-esteem. Sites include the Thompson Education Center (Boston), Ponkapoag Outdoor Center (Canton), Elbanobscot Foundation (Sudbury), New England Aquarium (Boston) and Ridge Hill Reservation (Needham).

Boston: East Boston High,
Madison Park High, Casa del Sol,
Boston Center for the Arts,
Inquilinas Boricuas en Accion.
(160 students) *$31,392*
La Buena Herencia (Cultural Heritage) Program offers in-depth experience to 9-12th graders in one of the following visual areas: photography, printmaking, ceramics, weaving. By way of these activities students of varied backgrounds study their heritages from both the old and the new worlds especially as it stems from Southern Europe, Africa, the Caribbean and Latin America.

Elementary schools in East Boston
and West Roxbury. (340 students)
$8,152
Theatre Together introduces students to performing arts through special multi-media presentations; the students participate in mini-courses in mime, creative movement, and theatre. Teachers receive training. The program is in collaboration with The Learning Guild.

Elementary schools in East Boston
and Roxbury. (320 students)
$11,768
Timelines is a social studies program with Museum of Transportation which includes map reading, subway use, special construction projects, history of transportation, and development of timelines tracing social developments surrounding technological innovations in history. Basic skills are reinforced, and workshops are given for teachers.

Elementary schools in East Boston
and Roxbury. (60 students) *$7,591*
Learning Alternatives: Movement and Dance provides an in-depth study of movement and dance for participating students through training workshops conducted at the Boston Ballet Company and by Company and student performances at the schools.

Elementary schools in East Boston
and Jamaica Plain. (147 students)
$10,087
Studies in the Life Sciences is a program at the Museum of Comparative Zoology, Harvard, where teachers and museum staff conduct classes drawm from three schools. Material includes zoology, ecology, paleontology, microscopy, and related subjects. Classroom projects reinforce the learning.

Middle schools in East Boston,
Mattapan, and Lexington.
(40 students) *$40,619*
The Annex Program involves children in outdoor activities, group problem-solving, maintenance of daily journals, individual projects, and academic courses. Full time for six weeks. Coordinated by EdCo.

Elementary schools in East Boston,
Dorchester, and Jamaica Plain.
(300 students) *$44,114*
The Environmental Education Program brings together students from identifiably minority and majority schools for education programs in environmental studies, physical education, reading, math, group problem solving, exploring careers in environmental sciences, and outdoor recreation. The program takes place at an outdoor campsight and includes overnight stays and activities in the fall, winter and spring.

Middle schools in East Boston and
North End. (200 students) *$4,460*
The Graphic Arts Program uses the presentation of slides which illustrate ethnic diversity. The students later prepare their own graphic materials presenting their cultures and neighborhoods, especially Italo-American and Chinese-American.

Elementary schools in East Boston
and Dorchester. (150 students)
$12,321
Wildlife Education is a program in which students participate in activities which teach about animal habitats, food webs, animal locomotion, endangered species, and the interdependence of living beings. Parents and teacher take part in workshops on the application of program content to classroom and home instruction.

East Boston High, the city-wide
• agnet technical high school in
East Boston. (1000 students)
$35,700
Reading Resource Center provides an integrated learning experience at East Boston High for minority and majority students from both schools. The Center is designed to meet the remedial reading needs of participating students and to further the desegregation effort of East Boston High as required in the Federal Court Order.

Boston, Stoneham, The Art Center
at Dorchester House. (50 students)
$17,679
Books From My Head provides for twenty-five students from each of two schools to spend two half-school-days per week in theatre activities specifically designed to effect integration and in developing original stories and books, thus creating a consistent, long-term relationship throughout the school year between the art center's curriculum and that of the school itself.

Boston, Burlington. (270 students)
$21,000
Animals Program has students meet twice weekly to do observations and collections of animals. Role-playing, games, "treasure hunts," and art projects will tie together lessons on habitats, food chains, endangered species and adaptive characteristics of the animals studied.

SUMMARY:	Funding to magnet schools as of 1/1/77	**$1,859,412**
	Funding to magnet programs as of 1/1/77	**1,036,460**

Note that not all funds have been committed; total Fiscal Year appropriation for magnet schools and programs is $3,000,000.

Bureau of Equal Educational Opportunities

Chapter 622 — Provides technical assistance to school systems and educators as they seek to provide equal opportunity to all students without regard to sex, race, or national origin; monitors compliance with state and federal laws which forbid discrimination in educational programs on any of those grounds.

Chapter 636 — Administers funding for: (1) magnet schools and programs that reduce racial isolation, (2) efforts to improve the quality of education in cities undergoing desegregation, and (3) the transportation required by such desegregation.

Linguistic minorities — Identifies practices in school systems which limit the educational opportunities available to students whose primary language is other than English; cooperates with the Bureau of Transitional Bilingual Education in assisting teachers and administrators to meet the needs and extend the opportunities of these students.

METCO — Administers a program under which approximately 40 school systems provide educational opportunities through the full-time enrollment of minority students who live in Boston or Springfield.

Racial imbalance — Provides planning and educational support, in collaboration with the Legal Office, to desegregate the public schools of Massachusetts.

Urban teams — Assist regional education center staff to increase their capability to work with urban school systems; help staff identify resources, provide program development and management assistance, and monitor and evaluate urban education programs.